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ABSTRACT

Teaching materials for a comprehensive and integrated study of Mexico at the elementary level are presented. Emphasis throughout is on developing cross-cultural comparisons between Hermosillo and its sister city, Phoenix, for whom the program was created. Mexican geography, history, current events, politics, art, entertainment, education, people, language, resources, and food are examined in 29 units, which are arranged alphabetically by title of their lead story. The format throughout is the same. In each lesson one or more high interest stories convey essential information, and a set of learning activities measure understanding and application of this knowledge. To maintain student attention, stories are presented in a variety of forms, such as news articles, biographies, legends, and advertisements. Varied activities include assignments such as word games, map exercises, drawing, and reports. Active, hands-on projects are emphasized. Students are challenged to survive the desert, develop a TV show, participate in field trips, conduct interviews, and cook meals. Effort is made in all activities to incorporate interdisciplinary skills, and each unit is keyed to Arizona basic skills guidelines. Answer keys, an appendix comparing American-Mexican history, and an 11-page bibliography are included. (LP)

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ED236080

Title: # HERMOSILLO from A to Z

Author: Sue Lefebvre

Focus: Information and Activities about Hermosillo, Sonora, Mexico, a Phoenix Sister City.

Level: Written for upper elementary grade level students. Enjoyable also by high school students and adults.

Uses:
Learning Centers
Bilingual Education
Gifted
English as a Second Language
Self Contained Classrooms
Bicultural Education
Home
Traveling
Global Education

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INTRODUCTION

"It's a small world, after all." This statement from the Disneyland song was confirmed by Ambassador John E. Reinhardt, Director of the International Communication Agency, in an address delivered before the 22nd Annual Sister Cities International conference in 1979. He pointed out that we live on a planet wrapped ever more tightly together by a transportation and communication technology. Issues of inflation, hunger, human rights, environmental decay, demands of the poor and other major concerns no longer affect single communities in isolation. For we have all become part of what Marshall McLuhan calls the "global village," and must, therefore, confront complex global issues from a world wide view.

To do this we need to become prepared. Heretofore, few of us have developed skills in global communication or in problem solving on a global scale. As Ambassador Reinhardt states, as recently as 1977 only three percent of our nation's undergraduates were enrolled in courses of international affairs or foreign cultures. And fewer than ten percent of the U. S. public school teachers have had in-depth exposure to non-western cultures--even though these cultures include a majority of the world's population.

Where do we start?

Where better than through our existing educational processes at home and at school? There are many who believe that we can prepare students to become "citizens of the world"--that early exposure to a global perspective in their educational life can develop the required attitudes and skills within our young people to enable them to provide effective global leadership. To this end, in his paper, "An Attainable Global Perspective," Robert Hanvey urges that all school courses be infused with the following:

1. Perspective consciousness (how things look from another person's point of view)
2. State-of-the-planet awareness
3. Cross-cultural awareness
4. Knowledge of human dynamics
5. Awareness of human choice

Global education is an approach to education, not a subject. Through this approach students develop appropriate attitudes and skills as they participate with one another throughout their normal school day.

This approach is being used by many schools and by the North Central Association's Commission on Schools, working with the Kettering Foundation and Dr. Jon Kinghorn. The following are the

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"process objectives" or "themes" they have adopted as global education goals as they work with teachers:

1. The value of diversity
2. Developing effective working relationships with others
3. Understanding the world as an interdependent system
4. Understanding prevailing world conditions, the process of change and emerging trends.

Interested educators are responsible for planning strategies and activities in order to accomplish these goals.

We in the southwest are fortunate to have an obvious resource close at hand to help us develop our global perspective, for we share our southern border with one of the world's most interesting developing countries, Mexico. Many of us have Mexican friends; we speak Spanish to some degree and are aware that the complexion of the southwest is rapidly changing through legal and illegal migration of Mexican nationals into our country. This close geographic proximity to Mexico offers a variety of opportunities to help us provide our children with the experiences they need to make them knowledgeable citizens of the world.

In Phoenix we are especially fortunate to enjoy an active Sister City relationship with Hermosillo, the capital of Sonora. Located in one of Mexico's northernmost states, it's as close to us as Disneyland. This growing metropolitan area provides diversity in custom and culture, cooperation in such areas as education, economics and travel, interdependence in ecology, energy and lifestyle, and a laboratory where we can experiment with the processes of world change. Citizens of our two cities can study about one another, and can also, quite easily, take a car, train, bus or plane to go for a visit. Through this friendly relationship we have the opportunity to learn to develop our future together.

This book is designed as a starting point for cross-cultural awareness. It can be used at school or at home. In preparing this information about Hermosillo it is hoped that the children of our two cities, Hermosillo and Phoenix, will become better prepared to enjoy one another and to provide effective leadership in the future as they confront and solve the considerable challenges of our "small, small world."

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INTRODUCTION FOR STUDENTS

This is a book about Hermosillo, a Phoenix Sister City. The formal Sister City relationship between these two communities has only existed since 1976. However, the relationship in terms of geography, history, vegetation, weather and many other factors has existed far longer than most of us can comprehend.

Our separation from Hermosillo and its people is the result of a long period of struggle. This turmoil ended with an agreement between the United States and Mexico in 1853 when the Gadsden Purchase defined our present border.

As you use this book you will discover some of the many things our peoples and cities share. We'll start with Arizona and Sonora and their ties through the land. The Sonoran Desert of the United States and Mexico provides the physical environment in which we both survive.

I hope you will work your way through the book, learning about sports and customs, history and heroes, and about many other things related to Mexico and Sonora and Hermosillo. In the end we return to the land. Sonora is building a *zoológico*. Like the Arizona-Sonora Desert Museum, this zoo will house plants and animals common to Sonora and Arizona.

ACKNOWLEDGEMENTS

Because the main subject of this book is located in Mexico its production required the effort and cooperation of many people on both sides of the border. I wish to acknowledge and sincerely thank everyone who helped make the book a reality. Many of their names and the organizations with which they work can be found in the bibliography. Thanks to the following people:

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HERMOSILLO from A to Z

by Sue Lefebvre

Dedicated to all those persons who are commited to respect, mutual understanding, and cooperation between people.

Arizona-Sonora

THE SETTING

If you are reading this book it is very likely that you live in the desert--the Sonoran Desert which covers much of the states of Sonora in Mexico and Arizona in the United States. The sister cities of Phoenix and Hermosillo both exist in the Sonoran Desert. While these two cities may seem worlds apart because of an international border which separates the United States from Mexico and Arizona from Sonora, nevertheless, there are many things the two cities share. The most basic of these is the vast, arid land of the Sonoran Desert.

THE SONORAN DESERT

THE SONORAN DESERT

The Sonoran Desert covers approximately 120,000 square miles, a huge area that includes southwestern Arizona, southeastern California, most of the Baja Peninsula (including the islands in the Gulf of California), and the state of Sonora, Mexico. It is one of four deserts on the North American Continent.

Geologists trace the origin of this region to about 300 million years ago. All of the basic land-shaping activities which have been identified by geologists have contributed to the formation of this desert, including volcanic activity, continental drift, earthquakes and erosion.

The Sonoran Desert, for the most part, is a hot, low desert. The area surrounding the lower Colorado River rivals Death Valley as the hottest, driest place in North America. Summer temperatures often exceed 120° and surface temperatures often approach 200°. Plants and animals which live here do so because they have adapted to the lack of moisture and abundance of heat. The kangaroo rat, for example, with his highly developed kidneys, never has to drink water. Among the plant world, over 2500 species have managed to adapt and survive.

Hermosillo and Phoenix exist in the less extreme portions of the Sonoran Desert. While some areas may experience no rain in the driest years, and other areas up to 15 inches in the wettest, Phoenix and Hermosillo fall somewhere in between. Both enjoy two seasons of rainfall yearly: December to March and July to September. While most of the Sonoran Desert is free from frost, Phoenix is more likely than Hermosillo to experience a freeze in the winter. As a result, Hermosillo's landscape contains more lush, tropical plants.

I KNOW A LOT OF THINGS --

There are many things to know about the Sonoran Desert. You can learn from TV, from books, from trips to the Zoo and the Desert Botanical Garden. Most likely you know a great deal already. List below some of the things you know about the desert:

Plants of the Sonoran Desert

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Animals of the Sonoran Desert

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Edible Plants of the Sonoran Desert

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Poisonous Creatures of the Sonoran Desert

_____
_____
_____
_____
_____
_____

1. As a class, combine your answers on the blackboard or a chart. How many plants and animals can you identify as a class?
2. Invite a speaker to come to your class to tell you more about the desert. Possible topics: Water Management in the Desert
   Recreation in the Desert
   Commercial Uses of Desert Plants
   How to Build a Solar Still (for water)
3. The Sonoran Desert is a combination of both "horse-latitude" and "rain-shadow" type desert lands. Find out what these terms mean. Also, discover more about how the Sonoran Desert was formed.

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Arizona-Sonora Desert Museum

The Arizona-Sonora Desert Museum is an important source of research and information about the Sonoran Desert. The museum has developed many resources and relationships between Arizona and Sonora.

GEORGE L. MOUNTAINLION

But first, let me tell you about George. You can see him there in the title. The original "George" was born in February, 1952, and was named after George Washington. Because he was handsome and tame and purred very loudly, he was asked to speak to the world about the work of the Arizona-Sonora Desert Museum where he lived. Thus, he began to write a column for a Tucson newspaper, the Arizona Daily Star (with William H. Carr, the Museum founder as his ghostwriter). He became very famous as he told people about the wonders of the Sonoran Desert and of the services of the Desert Museum. Before long he became the Museum mascot. The original "George" died in about a year, and has been replaced several times by other winsome lions. As "George," they have continued to tell the tale of the southwest to the world.

ARIZONA-SONORA DESERT MUSEUM

The Arizona-Sonora Desert Museum is more than a museum, more than a botanical garden, more than a zoo. Located in the Tucson Mountain Park west of Tucson, Arizona, it is a public service organization which provides outstanding leadership in outdoor conservation and the study of natural history. Its offerings include:

ANIMALS (in natural, home-like settings)--otters, raccoons, badgers, skunks, porcupines, wolves, rabbits, snakes, mountain lions, birds, and many others.

GARDEN--this experimental project is designed to show uses of native plants for landscaping in the home. Native Arizona and Sonora species, ranging from wildflowers to shrubs and trees, are planted at the Museum.

IN ADDITION--year-round programming for children, publications, and adult education experiences (sample topics: Winter Ecology Ski Tour at Four Peaks, Seeing Nature Through Art, and Mines, Minerals and Myths of Mexico).

INTERNATIONAL MUSEUM

The Museum was officially recognized by Mexico on Memorial Day, 1954, when the Honorable Ignacio Soto, the Governor of the State of Sonora, paid a "state" visit to the Museum and presented a flag of the Republic of Mexico. Every day since, this flag, along with the flag of the United States, has flown from the entrance of the Museum. It is believed that the Arizona-Sonora Desert Museum is the only truly recognized international outdoor museum of its type in America. In addition to the two national flags, the state flags of Arizona and Sonora are also flown daily from separate staffs.

EDUCATION IN SONORA

The Desert Museum established its Mexico programs in 1974. One program involved the transportation of the Museum's educational program to Sonora. Visiting with over 1600 students and 230 adults, primarily in Hermosillo and Guaymas, Museum docents and staff helped the public schools set up an environmental education program. Teachers were trained to develop their own local resources about the Sonoran Desert, based on models supplied by the Museum.

PROPOSED MUSEUM IN SONORA

Another exciting project is currently underway. Hoping to develop stronger ties between Mexico and the United States, and particularly between Sonora and Arizona, the Museum has been planning to establish a sister museum in Hermosillo. Several years ago a site was purchased south of town in the *Cerro de las Viboras* area, containing 168 hectares.[4] It can be reached easily from the highway and contains attractive rock outcroppings and valuable desert vegetation.

See "Z - Zoo" for more information about the new Sonoran zoo.

WHAT CAN YOU DO?

You can support the proposed museum and other vital projects of the Arizona-Sonora Desert Museum through your interest, membership and contributions.

[4] A little over 400 acres.

You are invited to become a Member of The

Arizona Sonora Desert Museum

Tucson Mountain Park Tucson, Arizona

We invite you to become a member of our world-renowned natural history museum, the Arizona-Sonora Desert Museum. By doing so, you will benefit in many ways. You will be helping to communicate to thousands of people the spirit and the fact of our natural desert world. You will receive unlimited access to the Museum with tickets for your friends. You will receive the museum's publications and have a voice in the Museum's governance.

Know that you have helped balance ecological values with economic values. Join us today. We want your participation.

A GENERAL MEMBERSHIP can be purchased for $30.00, and an INDIVIDUAL MEMBERSHIP for $20.00. There are also several categories of SUPPORTING MEMBERSHIPS. All members receive: Unlimited free admission; ASDM Newsletters and Annual Report; Participation in the Annual Meeting of Members; Free admission to the Phoenix Zoo.

In addition, GENERAL MEMBERS and SUPPORTING MEMBERS are entitled to free admission for their spouses and children age 17 and under, four complimentary guest tickets, special rates for enrollment of children in the Museum's summer environmental education programs and voting privileges at the Annual Meeting.

INDIVIDUAL MEMBERS receive two complimentary guest tickets and are entitled to voting privileges at the Annual Meeting.

MEMBERSHIP APPLICATION

Date _____ 19____

Name _____

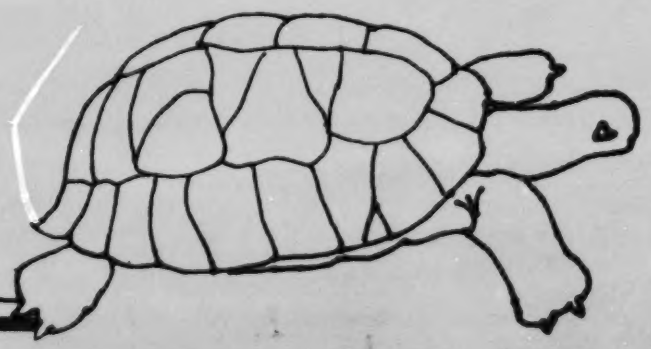
Address _____

City _____ State _____ Zip _____

☐ General — $30.00 ☐ Individual — $20.00

All membership contributions in excess of dues are deductible for income tax purposes.

Please make check payable to ASDM and mail to: Arizona Sonora Desert Museum, Route 9, Box 900, Tucson, Arizona 85704, Membership Office.



Béisbol

Baseball is the most popular sport in Hermosillo. It is called *"El Rey de los Deportes"* (the King of Sports). Children and adults alike avidly watch and play the game throughout the year.

CHILDREN

The largest newspaper in Hermosillo, *El Imparcial*, has organized an international baseball contest which has been held around the first of May each year since 1980. Participants include youngsters from Hermosillo, Mexico City, Chihuahua, Arizona and California. Participants, ranging in age from eight to thirteen, practice night and day to prepare for this event.

Other sports enjoyed by youngsters in Hermosillo include soccer (called *"fútbol"*-- the Sonora team has won the Juvenile National Championship two years in a row), basketball *(baloncesto)*, volleyball *(volibol)*, tennis *(tenis)*, gymnastics *(gimnasia)*, swimming *(natación)*, and boxing *(box)*.

ADULTS

Béisbol was introduced in the southern portion of Sonora, in Guaymas, in 1877. From there it has spread throughout the state.

Currently, Hermosillo participates in the Mexican Pacific League (*Liga Mexicana del Pacífico)* along with Guaymas, Ciudad Obregón and Navojoa. Following the final stretch in January, the winner from Sonora competes for the Carribbean League title.

Most Pacific League teams (the caliber of American Triple-A teams) are allied with our Major League teams: the Obregón *Yaquis* with the California Angels; Guaymas *Marineros* with the Seattle Mariners; the Hermosillo *Naranjeros* (orange growers) with the Chicago White Sox. Other teams in the league are: the Mexicali *Aguilas*, the Tijuana *Potros*, the Los Mochis *Cañeros*, the Guasave *Algodoneros*, the Culiacán *Tomateros* and the Mazatlán *Venados*. Rules of the game are the same in both Mexico and the U.S. except that Mexican pitchers may signal a player to first base for a walk. Mexican teams can field up to seven non-Mexican players, many of whom may be young American rookies in training for the major leagues.

A star of the 1981 season in the United States is the Dodger rookie, Fernando Valenzuela, a native of Sonora. His remarkable screwball helped his former team in Navojoa (the *Mayos*) win the Pacific League Championship in 1980. His current team, the Los Angeles Dodgers, won the World Series against New York in 1981. See the following pages for more about Valenzuela.

Another *béisbol* hero of Sonora, less well-known in the United States, is Hector Espino, Jr. The stadium in Hermosillo is named for him. A native of Chihuahua City, Espino is a star for the Hermosillo *Naranjeros*. He plays first base.

EL SONORENSE
Director: Fortino Leon Alamillo
Hermosillo, Sonora, Sábado 24 de Octubre de 1981

Fernando Valenzuela: ¡Una vez más!

(+). - Siguió Siendo el Hombre del Dodgers.

(+).-- Debut en una Serie Mundial de Beisbol

(+).-- Lo Hizo Sobre los Yanquis de Nueva York.

LOS ANGELES, CAL. OCT. 23.-Fernando Valenzuela, antes del juego contra Yanquis posó ante las cámaras con un grupo de compatriotas. (AP).

"El Toro" Fernando Valenzuela ...¡Lo Hizo!. Una vez más el sonorense mantuvo vivas las esperanzas del Dodgers, sacándolos a flote en un momento donde todo pintaba de gatos negros.

56,236 aficionados abarrotaron al "Dodgers Stadium" para ver al héroe grande del equipo en esta campaña 1981 y el héroe en momento alguno podía fallar.

Fernando Valenzuela, sin embargo no tuvo un día de campo ante los Yanquis. Se las vió duras, pero repito, siempre salió a flote gracias a su pitcheo valiente, fajado, sacando la casta en el momento clave, pensando únicamente en que toda la carga yacía sobre sus espaldas y su látigo zurdo.

Los Yanquis le atacaron con cuatro carreras donde Bob Watson y Rich Cerone le dieron cuadrangulares, inclusive mantuvieron por varias entradas un marcador de 4-3, sin embargo vendría la reacción del Dodgers para darle el vuelco al marcador y quedar con el marcador definitivo 5-4.

El juego apuntaba muy crítico para Fernando que en tres entradas era tratado sin piedad, llegándose a pensar que en esta ocasión no iría más allá de la mitad del encuentro.

Pero Fernando Valenzuela, un real héroe, un caballo de hierro y que ha demostrado ser hombre de finales, fue asentando su pitcheo para parar en seco al Yanquis y no permitirles ya más libertades.

Cuando el juego estaba en plena recta final sólo había un mandón en el encuentro. Ese era Fernando Valenzuela.

No le importó estar haciendo su debut en una serie mundial, menos le preocupaba estar ante el mejor equipo en la historia de series mundiales, como

Fernando.....

lo han sido Los Yanquis de Nueva York.

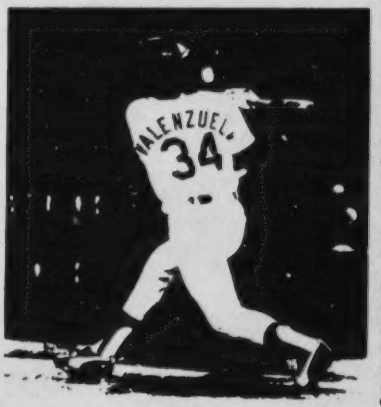
En esta ocasión Fernando demostró que primero estaba él y luego los Yanquis.

Y cómo no iba a buscar esa victoria si los Dodgers decididamente dependian de su brazo zurdo.

En esta ocasión el cuadro fue diferente, muy distinto a las anteriores salidas del poderoso zurdo de Sonora. Permitió más carreras de lo normal, pero en cambio sus compañeros le respondieron maravillosamentre para darle las carreras determinantes.

Ahora pues fueron los Yanquis los que sintieron la potencia del brazo del joven pitcher que con 20 anos sobre sus espaldas en su primer año de grandes ligas, se convirtió en el pitcher más importante del staff de un club de tanta fama y donde se presume tienen lo mejor de lo mejor en cuanto a elementos se refiere. Pero Fernando llegó para quedarse, se abrió campo ante un real tumulto, para situarse en un lugar privilegiado y naturalmente ser estrella.

Porque amigos la realidad de las cosas es que Fernando llegó y se plantó como un señorón, todo gracias a su brazo que una y otra vez ha demostrado tener la potencia que la abrió ese paso para convertirlo también en el ganador no nomás en el rol regular, sino en playoff semifinales, campeonato de la Liga Nacional y hoy en día en la Serie Mundial 1981.



Primero Para Dodgers en la Serie Mundial

FERNANDO VALENZUELA: ¡5-4!

From: *EL SONORENSE*

LOS ANGELES, Cal., Octubre 23 (EXCELSIOR).- El mexicano Fernando Valenzuela pasó trabajos pero ganó la batalla de los novatos al vencer los Dodgers de Los Angeles a los Yanquis de Nueva York por cinco carreras contra cuatro, en el tercer juego de la Serie Mundial, la cual va en favor de los neoyorquinos dos juegos a uno.

Ron Cey pegó cuadrangular de tres carreras por los Dodgers en la primera entrada y Bob Watson y Rick Cerone conectaron de cuatro esquinas a Valenzuela quien permitió nueve hits.

Valenzuela dio siete bases por bolas -dos de ellas intencionales-, mientras que el pitcher abridor de los Yanquis, Righetti, duro solamente hasta la tercera entrada. Acepto cinco imparables y tres carreras en dos entradas y parte de la tercera.

Dave Lopes, abrió el primer ining de los Dodgers con doble por el jardin derecho, siguió Bill Russell con toque de hit Righetti domino a Dusty Baker en palomita a segunda y poncho a Steve Garvey, vino Cey en cuenta de 2-2 y conecto homerun por el jardin izquierdo.

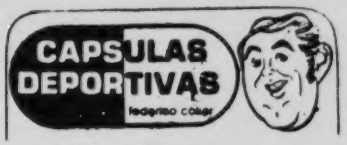
En el segundo ining, los Yanquis abrieron con Watson, quien conecto cuadrangular por el jardin derecho y Cerone siguio con doble contra el tope de la cerca del izquierdo. Cerone avanzo a tercera en pisa y corre con elevado a Rodriguez, Larry Milbourne siguio con sencillo que impulso a Cerone. Sacrificio de Righetti hizo avanzar a Milbourne y Valenzuela dio base a Randolph por segunda ocasion.

Valenzuela salio del hoyo al dominar a Jerry Mumphry en batazo que el mismo Valenzuela fildeo.

En la tercera los Yanquis tomaron ventaja de 4-3 sobre Valenzuela. Con un out Piniella pego . . .

Photograph of Valenzuela compliments of the Los Angeles Dodgers

FERNANDO VALENZUELA



DOS Mexicanos se vieron frenta a frente en el tercer juego de la Serie Mundial de Béisbol 1981 don de los Dodgers de Los Angeles batieron al Yanquis de Nueva York por 5-4...FERNANDO VALENZUELA, actuando como figura central lograba su primer triunfo debutando en esta confrontación y primero también para los Dodgers, que siguen dependiendo abiertamente de lo que haga el zurdo nativo de Navajoa....EL otro era Aurelio Rodríguez, para variar sonorense, quien cubrió la antesala de los Yanquis, dandose el lujo de disparar par de imparables a su compatriota, uno de ellos en plena recta final....Nosotros siempre hemos sido Yanquistas, pero la verdad de las cosas es que al tener a Fernando Valenzuela sudando la gota gorda, no encontrábamos para donde arrancar....PERO muy profundamente sentíamos que le ibamos al zurdo de Navojoa, victoria que en nada movía al Yanquis quienes al fin y al cabo se mantienen arriba en la Serie Mundial, nada más que ahora los cartones lucen 2-1.....TAMBIEN queriamos ver a Aurelio Rodríguez, conectar un batazo grande, pero de todos modos nos regalo con par de imparables y con el guanta hizo un trabajo excelente supliendo al astro Graig Nettles....MUCHOS aficionados de Navojoa volaron ayer a Los Angeles para ver a su coterráneo, uno de ellos el presidente de la Liga Mexicana del Pacífico, Dr. Arturo León Lerma y una legión enorme, que me imagino cuanto deben estar celebrando con ese triunfo...

THE ARIZONA REPUBLIC, PHOENIX, VARIOUS DATES, FALL, 1981

Valenzuela beats Yankees

By Ken Leiker
Republic Staff

LOS ANGELES — The Los Angeles Dodgers still have a chance to make this an interesting World Series, and for that they can thank a 20-year-old Mexican who is so calm that he slept through an earthquake that shivered southern California on Friday morning.

Fernando Valenzuela, just 27 months removed from the poverty of Sonora, Mexico, survived a very shaky start in the third game of the World Series and wound up pitching the Dodgers to a 5-4 win over the New York Yankees, reducing the Yankee advantage to two games to one.

This was a game the Dodgers obviously had to win, and they were feeling pretty good about their chances when Ron Cey shot a three-run homer into the left-field seats in the first inning.

But Valenzuela would go on to blow that lead, he would give up nine hits, he would walk seven, he would need a great play in the eighth by Cey, he would not have an easy inning until the ninth, he would need 145 pitches — 71 in the first three innings alone — and he would keep the crowd of 56,236, the largest in Dodger Stadium history, around until the end.

But he was still there in the ninth, and that's probably why Yankee Manager Bob Lemon was calling Valenzuela the best left hander in the National League.

"I thought about taking him out a couple of times," Dodger Manager Tommy Lasorda said. "But this is the Year of Fernando. We had to have this game, and even though he didn't have his best stuff, I thought he was the best we had to get us through it."

Valenzuela, the first native of Mexico to be a starting pitcher in a World Series game, said he knew from the beginning that the game would be a struggle. But he would have no part of the suggestion that he was nervous. Nerves, he said, have nothing to do with high screwballs, which was the location of his best pitch much of the night.

He was getting better by the fifth inning — six of the Yankee hits came in the first three innings — but he was also trailing, 4-3, and Lasorda was one batter away from lifting his pitcher for a pinch hitter.

The Yankees' reliever, Dave Righetti, was gone long before the Dodgers batted in the fifth, replaced by George Frazier in the third after the first two Dodgers reached base.

Frazier, the obscure reliever who worked 5⅔ innings shutout innings in a playoff win over Oakland, was doing a good job of protecting the lead, and he didn't exactly fall apart when the Dodgers went ahead, 5-4, in the fifth.

Steve Garvey opened the fifth by bouncing a single over the bag at third. By the time the last bounce fell into Aurelio Rodriguez' glove, there was no chance for a play at first.

Frazier walked Cey. Rodriguez, knowing that Pedro Guerrero might bunt, moved in a few steps — just enough so that he was unable to leap high enough to flag down Guerrero's chopper. That was a double, the

— Series, G2

From: Dodger 1981 Media Guide

FERNANDO VALENZUELA 34

VALENZUELA, FERNANDO ANENANSIA — Born 11-1-60, Hermosillo, Sonora, Mexico. Bats L. Throws L. Ht. 5-11. Wt. 180. Single. How obtained: Purchased contract from Puebla of the Mexican League, July 6, 1979.

1980 — A remarkable 19 year old youngster with an even more remarkable screwball and what a year Fernando Valenzuela turned in with the calmness of a seasoned veteran ... sparkled in the Texas League for San Antonio with a 13-9 record ... led league in strikeouts with 162 and finished third in earned run average rank at 3.10 ... talk about stifling the opposition: Valenzuela had two two-hitters, two three hitters and three four-hitters at San Antonio ... won really tough down the stretch as his final eight games saw Fernando at 5-0 record and an 0.87 ERA (62 innings, 33 runs, 6 earned runs, 12 walks, 76 strikeouts) ... Valenzuela had seven starts in the eight games and he completed all seven while recording five shutouts ... the talented lefthander did not allow a run in his last 35 innings of work in which he won eight straight and then the telephone call came with the Dodgers on the pennant drive. Valenzuela was promoted to Los Angeles on Sept. 10 ... the greatest rookie with a devastatingly speedy fastball was tossed into the pressure cooker to be made 10 appearances and stopped the opposition cold as he did not allow an earned run in 17.2 innings of work ... during his appearances, Valenzuela came up with two key wins and a key save ... made his Major League debut on Sept. 15 at Atlanta and did not allow an earned run in two and one third innings of work ... his first victory came on Sept. 30 at San Francisco in a 6-3 10 inning contest as he hurled two innings and fanned four ... kept the Dodgers pennant hopes alive in the first of a scheduled three games with Houston on Oct. 3 in a 2-2 10 inning win in which Valenzuela fanned three in two relief innings to earn his second Major League win ... with his string at San Antonio, Valenzuela has not allowed an earned run in his last 52.2 innings.

IN THE MINORS — Turned in two impressive minor league seasons in the Mexican League in 1978 with Guaymas/Hermosillo and in 1979 with Yucatan that brought several Major League teams in quest of his contract ... the Dodgers came out on top as scout Mike Brito was sent to Mexico to complete the signing ... Valenzuela reported to Lodi to complete the '79 season and pitched three games for a 1-2 record and a 11.18 ERA ... continued to pitch for the Dodgers in the Arizona Instructional League where he perfected his pitching with the tutoring of Dodger Bobby Castillo ... turned the instruction into a promotion to San Antonio as well as a trip to Los Angeles in 1980 ... pitched impressively for Nuevo Laredo of the Mexican League during the Winter of 1980.

PERSONAL — Youngster from a large family ... five brothers and six sisters ... Valenzuela does not speak English ... nickname is "El Toro" (The Bull).

"actually, Etchohuaquila

Dodgers' win comes from 'heart'

United Press International

LOS ANGELES — Tom Lasorda's Spanish is not exactly fluent but it comes from the heart — just the way Fernando Valenzuela pitched Friday night.

"I've never seen anyone with so much heart," Lasorda told Valenzuela, who pitched the Los Angeles Dodgers to a tough 5-4 victory in Game 3 of the World Series.

It was not one of Valenzuela's better games. In fact, the rookie left hander called it one of his worst. Valenzuela struggled throughout, retiring the side in order only twice while throwing a career-high 145 pitches.

"The big problem in the first six innings was that I kept falling behind the hitters," said Valenzuela, who yielded nine hits and walked a career-high seven batters.

Despite his control problems, Valenzuela allowed the Yankees to score in only the second and third innings.

"After the first six innings, I finally got my rhythm and started pitching the way I'm capable of," Valenzuela said. "The big thing is I started throwing strikes."

Dodger third baseman Ron Cey, who gave the Dodgers a 3-0 lead with a three-run homer in the first inning, also made the big defensive play of the game. In the eighth inning he made a diving catch in foul territory of an attempted sacrifice bunt by Bobby Murcer and doubled Larry Milbourne off first.

"The only way I could have gotten to that ball was to dive at it," Cey said. "The big thing, though, was that Milbourne left first base early."

Cey said he hit a fastball off Dave Righetti for his home run.

"We haven't been bringing men home when we've had them in scoring position," Cey said. "When I went to the plate I was hoping I could get us off to a big start and I did, at least temporarily."

Asked if he expected the three-run lead to hold up with Valenzuela on the mound, Cey said, "Normally it would, but we haven't been doing things easy lately."

Dodger first baseman Steve Garvey suggested that the team's highlight film should be titled "Fate and Destiny."

"We get ourselves in a hole, but we manage to battle out of it most of the time," Garvey said.

As they did in their playoff series against Houston, the Dodgers have won the third game after losing the first two.

"We've gotten to feel comfortable in this position," Cey said. "We still think we can win this Series."

Asked if he felt vindicated by the victory, Lasorda replied, "I don't know what vindicated means, but Fernando and the rest of the guys just made me feel a whole lot better."

Valenzuela beats Cards, ties NL record for rookie

Associated Press

LOS ANGELES — Fernando Valenzuela fired a four-hitter, tied a National League rookie record for shutouts in a season with seven and tripled home three runs in the Los Angeles Dodgers' 5-0 victory Sunday over the St. Louis Cardinals.

Valenzuela, 21, walked one and struck out eight in becoming the first 12-game winner in the major leagues. It was his third straight victory, and he said he's back to where he was the first part of the year when he won his first eight starts.

"Yes, I think I am on top of my game," Valenzuela (12-4) said through an interpreter. "I'm relaxed, I'm pitching now the way I was pitching in the beginning of the season."

Valenzuela gave up two singles in the first inning but left runners at first and second. After Derrel Thomas made a leaping catch of George Hendrick's liner in the sixth, Valenzuela retired the final 11 Cardinals.

Valenzuela, whose earned-run average is 2.37, has dominated the Cardinals, giving up only four earned runs in three starts covering 24⅓ innings.

Davey Lopes, making his first start since Aug. 15 after coming off the disabled list, singled home the Dodgers' first run in the third inning off loser Bob Forsch (7-5).

In the seventh, the Dodgers filled the bases against Forsch on a bunt single by Ron Roenicke, a hit batsman and an infield single by Thomas. Bob Shirley replaced Forsch, and Valenzuela slashed a bases-clearing triple to right. Valenzuela then scored on a base hit by Lopes.

Valenzuela is the first rookie to hurl seven shutouts in a season since Jerry Koosman did it in 1968 with the New York Mets. The major-league record for shutouts by a rookie is eight, held by Ewell Russell of the Chicago White Sox in 1913.

The Dodger Stadium crowd of 46,780 marked the ninth time in 10 starts that Valenzuela has pitched before a home sellout.

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Valenzuela 4-hits Astros

By Ken Leiker
Republic Staff

LOS ANGELES — There was a rumor going around the Dodger Stadium press box Saturday night that Fernando Valenzuela had volunteered to pitch today out of the bullpen if he's needed.

Valenzuela said there was no truth to the rumor.

"I don't think so," Fernando said through an interpreter, "because my right hand is hurting a little bit."

Mexico's 20-year-old gift to the Los Angeles Dodgers used his left arm Saturday night to force the five game series for the National League West championship to the limit.

Valenzuela limited the Houston Astros to just four hits in pitching the Dodgers to a 2-1 win that squared the series at two games each.

The Dodgers had only four hits off Vern Ruhle, the first one a fifth-inning home run by Pedro Guerrero, the last one an eighth-inning RBI single by Bill Russell.

The crowd, 55,983 paid, was the largest in Dodger Stadium except for five World Series games.

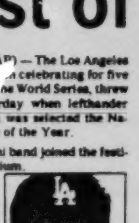
Game 5 begins today at 1:05 p.m. (Arizona time). Jerry Reuss, who got nothing for his nine shutout innings in the second game of the series, will pitch for the Dodgers. Nolan Ryan, who has thrown a no-hitter and a two-hitter in his

THE ARIZONA DAILY STAR, TUCSON, DECEMBER 3, 1981

Valenzuela adds Rookie of Year to list of credits

LOS ANGELES (AP) — The Los Angeles Dodgers, who have been celebrating for five weeks since winning the World Series, threw another party yesterday when lefthander Fernando Valenzuela was selected the National League Rookie of the Year.

A 10-piece mariachi band joined the festivities at Dodger Stadium.



Valenzuela, 21, of Sonora, Mexico, is the first to win the Cy Young Award and be named Rookie of the Year in the same season.

"I would like to thank members of the press for voting me the Rookie of the Year Award," Valenzuela said through interpreter Jaime Jarrin. "It is a great honor to have won these two awards."

Valenzuela received 17½ first-place votes and 6½ for second, for 107 points. Montreal outfielder Tim Raines received the remaining 6½ first-place and 17½ second-place votes, for 85 points. Only five others received votes, and those were for third.

The balloting was done by a panel of two members of the Baseball Writers Association of America from each NL city. Five points were awarded for each first-place vote, three for second and one for third.

"I was very much surprised at the voting," Valenzuela said. "I thought it would be a very close race. Tim Raines is an excellent player with great speed."

Raines hit .304 and led the league in stolen bases with 71.

Valenzuela had a 13-7 record, a 2.48 earned-run-average and league-leading totals in innings-pitched (192), shutouts (eight), strikeouts (180) and complete games (11).

In addition, he was one of the best hitters among pitchers, finishing with a .250 average, seven RBIs and two game-winning RBIs.

He also won postseason games as the Dodgers beat Houston in the NL West Division playoffs, Montreal in the NL Championship Series and the Yankees in the World Series.

"Fernando is an amazing young pitcher," said Los Angeles Manager Tom Lasorda, selected the NL Manager of the Year last month. "What he did for the Dodger ballclub in 1981 is unbelievable. We're very proud of his accomplishments."

Valenzuela is the 18th Dodger to win NL Rookie of the Year honors and the third consecutive Los Angeles pitcher to be selected — Rick Sutcliffe won in 1979 and Steve Howe last year.

What about next year?

"You never know what's going to happen the following year," Valenzuela said. "I think I have to learn a little more about the hitters in the National League."

Valenzuela shuts out Braves, ties record

Associated Press

LOS ANGELES — Fernando Valenzuela tied the major-league record of eight shutouts by a rookie by blanking Atlanta on three hits Thursday night, as the Los Angeles Dodgers beat the Braves, 2-0.

"It pleases me to get records, but the main thing is I am winning," he said.

Valenzuela, a 20-year-old left-hander with a 13-4 record and a 2.37 earned-run average, leads the National League in victories, complete games (11) and strikeouts (162). He walked two and struck out six.

He tied the record set by Ewell Russell of the Chicago White Sox in 1913.

Valenzuela also got his seventh RBI of the season, with an infield single in the sixth inning.

He's hitting .259.

The Dodgers took a 1-0 lead in the second on a bloop double by Steve Garvey, an error by Atlanta shortstop Rafael Ramirez, an infield out and a sacrifice fly by rookie Gary Weiss, who got his first major-league RBI.

Valenzuela's RBI single, a grounder up the middle knocked down by Atlanta second baseman Jerry Royster, followed a walk to Mike Scioscia, a sacrifice bunt and an infield out.

Valenzuela held the Braves, who have lost five in a row, hitless until

Valenzuela edges Seaver for NL Cy Young Award

Republic Sports Writer

NEW YORK — Rookie Fernando Valenzuela of the Los Angeles Dodgers barely beat Tom Seaver of the Cincinnati Reds for the National League Cy Young Award, it was announced Wednesday.

Twenty-four members of the Baseball Writers Association of America — two from each NL city — voted.

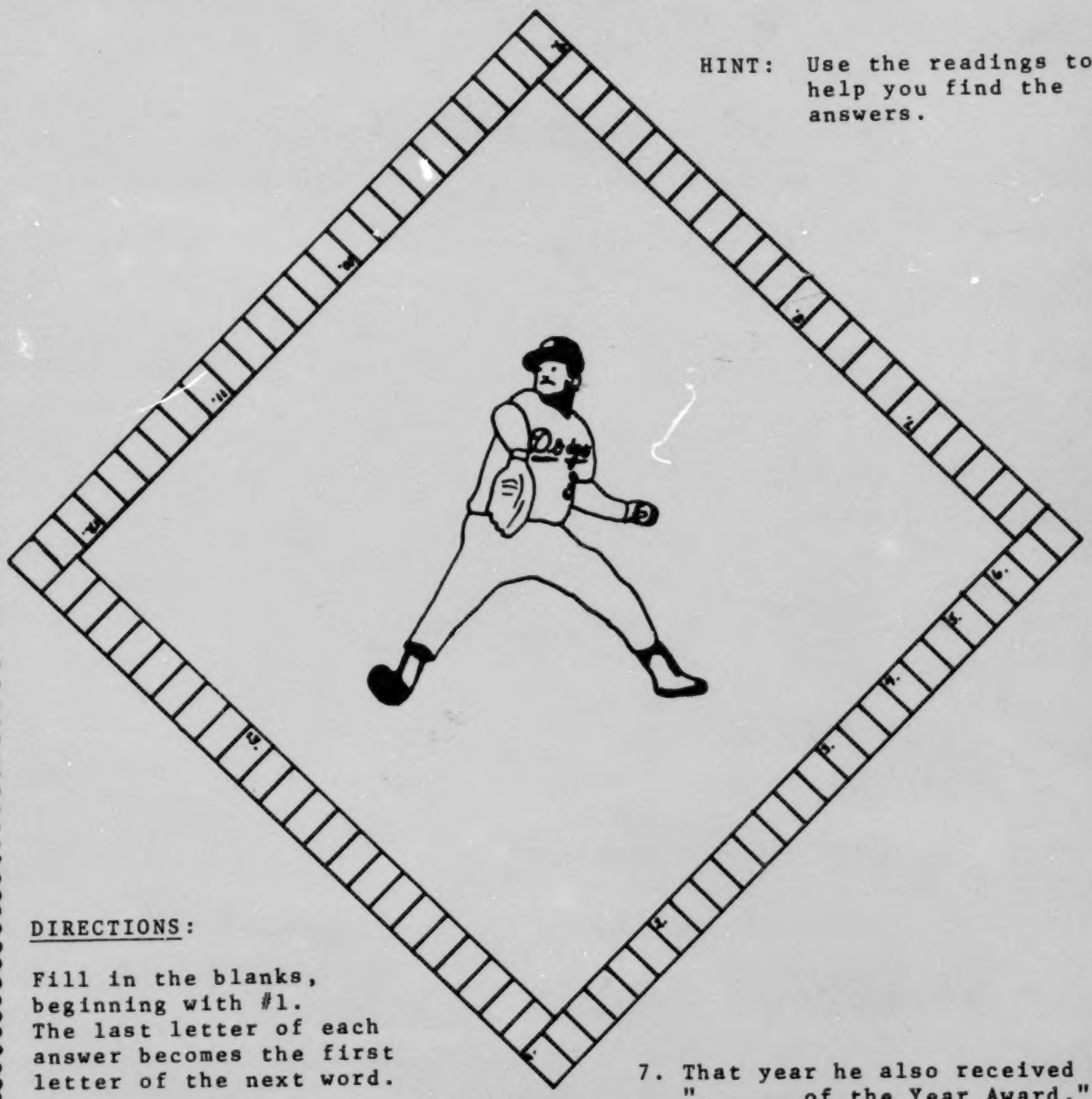
Valenzuela, a 21-year-old left-hander, received eight first-place votes and 70 points, edging Seaver, a three-time Cy Young Award winner, by three points.

Both pitchers received eight first-place votes and six thirds, but Valenzuela had eight second-place votes and Seaver seven.

Valenzuela impresses Yankees 8

18

BATTER-UP



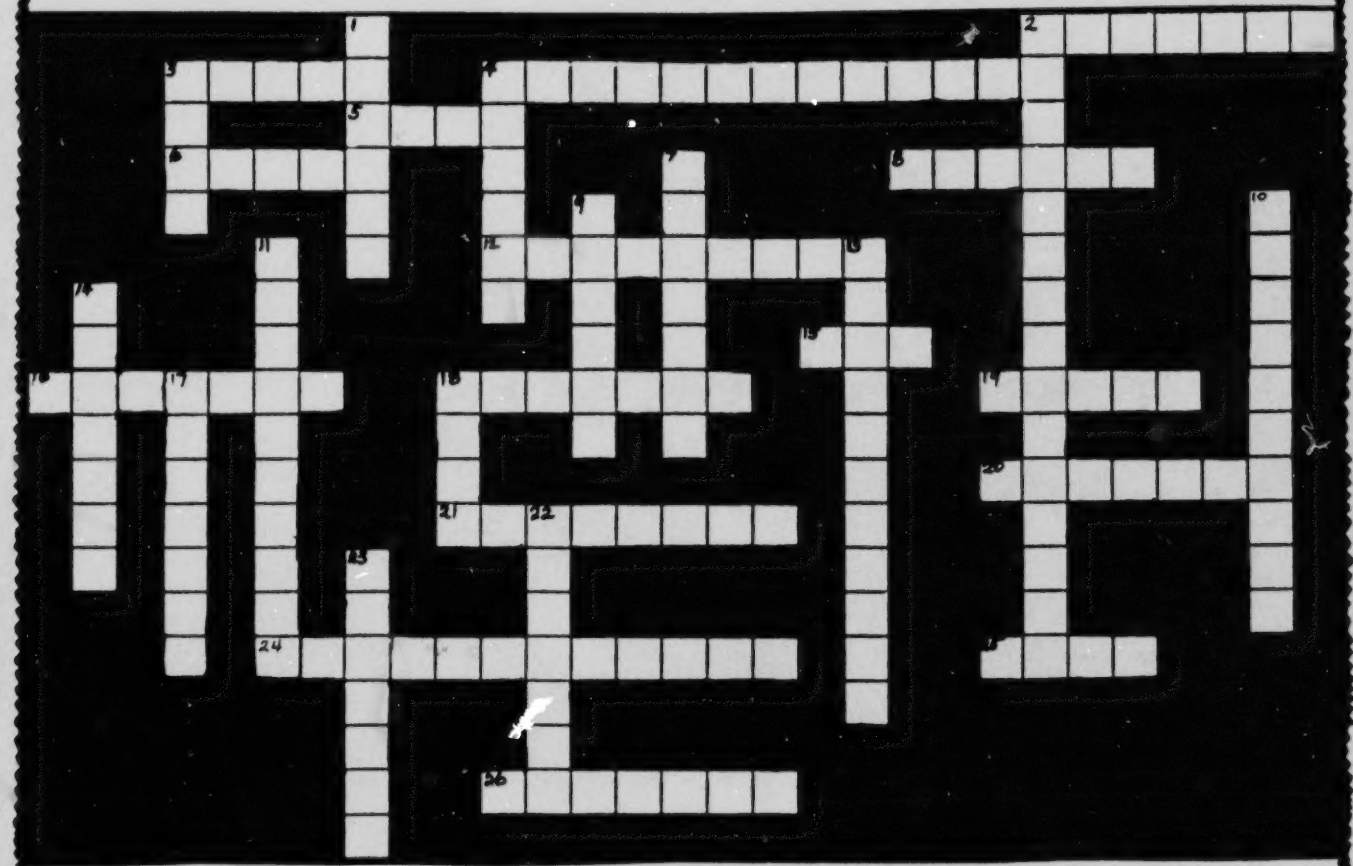
HINT: Use the readings to help you find the answers.

DIRECTIONS:

Fill in the blanks, beginning with #1. The last letter of each answer becomes the first letter of the next word.

1. Valenzuela played the 1981 season with the following National League team:
2. His favorite pitch:
3. His hand preference, for both batting and throwing:
4. His nickname, in Spanish: "El _____."
5. Three strikes and you're ___.
6. Valenzuela beat out this man for the 1981 Cy Young Award: (2 words).
7. That year he also received the "_____ of the Year Award."
8. Valenzuela's home town:
9. "Fans" in Spanish:
10. Valenzuela's native language:
11. The team he beat for the National League Western Division playoffs in 1981:
12. The team Valenzuela played for in Sonora:
13. Two of the four areas in which Valenzuela led the league in 1981: _____ (8) and innings-_____ (192).

BILINGUAL BASEBALL



Write the Spanish words for the expressions below:

Across:

2. pitcher
3. strike
4. centerfield (2 words)
5. league
6. left handed
8. to bat
12. left
15. hit
16. winner
18. champion
19. inning
20. run
21. batter
24. World Series (2 words)
25. bat
26. homerun

Down:

1. ball
2. strike out (3 words)
3. enjoyment
4. outfield
7. baseball
9. team
10. coach
11. sports
13. fans
14. playoff
17. umpire
18. club
22. win
23. right

Cats OF SONORA (WILD)

George says:

See the ANSWER section in the back of the book for the correct answers, and for additional information.

Circle the right answer

1. The wild cats of Sonora are nocturnal (they sleep in the day and prowl at night). T F
2. Except for zoos, Sonoran wild cats are found only in Sonora. T F
3. True cats live on all continents in the world. T F
4. Wild cats do not adapt well to extreme conditions of climate (such as the tropics). T F
5. Cats are carnivorous (meat-eating). T F
6. All cats walk on their toes and fingertips. T F
7. Only one species of cat, the cheetah, has claws that do not retract. T F
8. True cats are divided into "large" cats and "small" cats--based on size alone. T F
9. Small cats cannot roar because they have never been taught to do so. T F
10. Some large cats are able to purr, but only when they inhale. T F
11. All Sonoran cats are "large" cats. T F
12. The white spots on the backs of the ears of Sonoran cats are believed to help the young cats follow their parents. T F
13. The danger of extinction of wild cats is of little concern to conservationists. T F

© 1982 Sue Lefebvre

WHO AM I?

WILD CATS OF SONORA

A. I weigh 64 to 136 kilograms, have spots and am called *el tigre* in Mexico. Once in a while I am found with a coat that is entirely black. I can swim and fish and climb trees. I like to eat deer and rodents, fish and turtles, tapirs and monkeys. Usually I stay very close to my home, but I have been known to travel many miles away. Sometimes I am mistaken for a leopard. *WHO AM I?* _____

B. Since 1973 I have been on the list of endangered species. I have very beautiful fur with dark spots on my head and stripes along each cheek. There are also stripes on my neck and long spots arranged in rows down the sides of my body. I weigh 6 to 11 kilograms. Some people like to keep me as a housepet, but I don't like that one bit. *WHO AM I?* _____

C. I am the size of a large house cat. I live in the forest and am known to be an acrobat. I can hang from a tree branch by my hind feet and can move along a branch upside down like a sloth. I am the only cat who can run down the trunk head first. Few people have seen me in the wild because I like to stay in the tops of trees. *WHO AM I?* _____

D. I have a very long body and a long tail. I look somewhat like a weasel. I am born with a few spots, but as an adult my fur is short and smooth and has no pattern. I can appear grey, reddish, brown or blackish in color. I like to live in the brush along the edge of forests. *WHO AM I?* _____

E. I am sometimes called a wildcat or bay lynx. In Mexico I am called *gato del monte*. My life is often in danger because people want to have my skin. My pelt brings $300 or more. I am an excellent rabbit hunter or mouser, but sometimes I get into trouble when I feed on chickens, sheep or goats. *WHO AM I?* _____

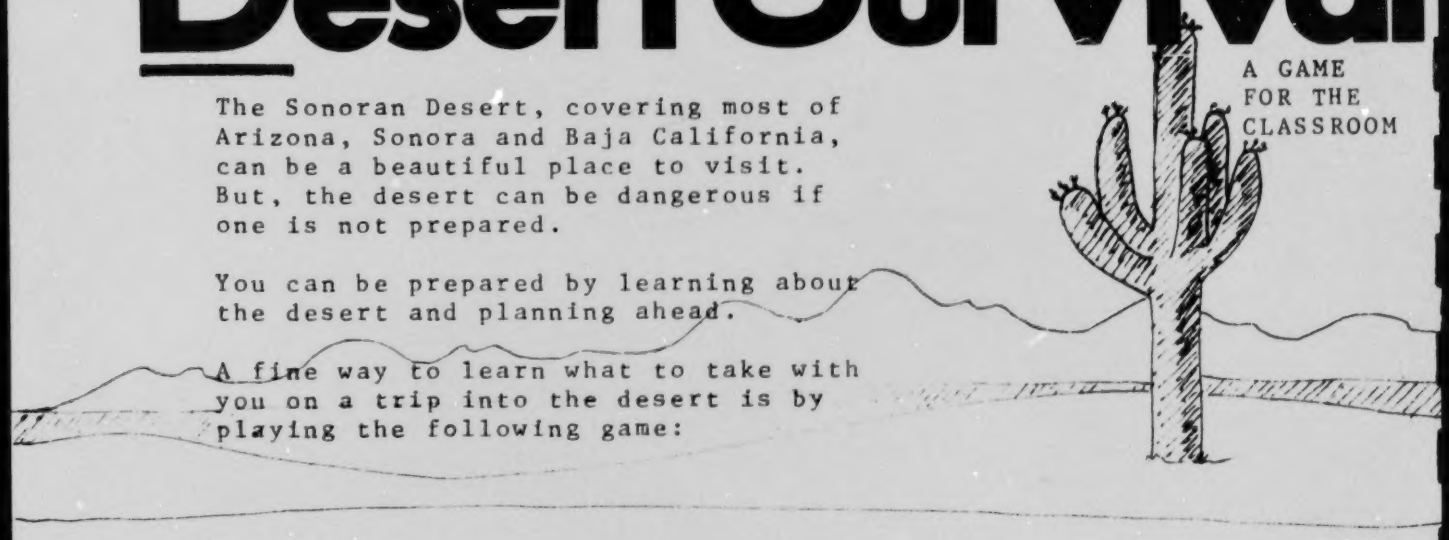
F. I am the cat with the largest range in the western hemisphere. I weigh 35 to 105 kg. As a youngster I have spots, but as an adult I am reddish, brown or blackish. I have a dark spot above each of my eyes, and on the tip of my tail. In many areas of North America I am extinct because I have been killed off by humans. I run very fast and have been known to jump 22 feet straight into the air. *WHO AM I?* _____

CHOICES: Jaguarundi, Mountain Lion, Leopard, Ocelot, Margay, Lynx, Bobcat, Panther, Jaguar, Puma, Cheetah, Cougar

c 1982 Sue Lefebvre

Desert Survival

A GAME FOR THE CLASSROOM



The Sonoran Desert, covering most of Arizona, Sonora and Baja California, can be a beautiful place to visit. But, the desert can be dangerous if one is not prepared.

You can be prepared by learning about the desert and planning ahead.

A fine way to learn what to take with you on a trip into the desert is by playing the following game:

THE PROCESS

1. Form a team with 2 - 5 other persons. First, each team member individually rank the items. Do not talk with one another until everyone has finished. Once finished, do not change your individual ranking.

2. Rank the items as a team. Make your selections by consensus (discussing until you come to an agreement with which everyone feels comfortable) rather than by voting. Listen to one another. Encourage quiet members to share their ideas.

3. Record the expert's ranking provided by your leader.

4. Find the difference between Step 1 and Step 3 for each item. Total.

5. Find the difference between Step 2 and Step 3 for each item. Total.

6. Complete the chart below the survival items.

The Situation: It is 10:00 a.m. in June and you are lost in the desert. Several of you have been riding together in a van. The driver became confused and lost the way. Now your van is stuck in the sand in a desert wash. None of your group knows how far it is to the nearest village.

Except for a few cholla and barrel cactus, the area around you is flat and barren. The temperature may soon be as hot as it was yesterday--105° in the shade. This means the temperature at ground level will be 120°. You are dressed in light-weight clothing--short sleeved shirts, pants, socks and tennis shoes.

In the van you find the twelve items listed on the next page. Rank these items according to their importance to your survival, starting with "1" as the most important, to "12" as the least important.

ITEMS	Step 1 Your Individual Ranking	Step 2 The Team's Ranking	Step 3 Survival Expert's Ranking	Step 4 Difference Between Step 1 & Step 3	Step 5 Difference Between Step 2 & Step 3
Pocket Knife					
Compass					
Flashlight					
Cosmetic Mirror					
1 Jacket per Person					
Bottle of Salt Tablets					
1 Quart Water/Person					
Whistle					
1 Pair Sunglasses/Perso					
Matches					
1 Bandana per Person					
Book: Edible Plants of the Desert					
			TOTALS (the lower the score the better)	Your Score Step 4	Team Score Step 5

Complete the following steps. Place scores under your team's #.	TEAM NUMBER					
	1	2	3	4	5	6
STEP 6 AVERAGE INDIVIDUAL SCORE Add up all the individual scores on team; divide by number on team.						
STEP 7 TEAM SCORE						
STEP 8 GAIN SCORE The difference between Team Score and Average Individual Score; can be "+" or "-".						
STEP 9 LOWEST INDIVIDUAL SCORE on the team.						
STEP 10 NUMBER OF INDIVIDUAL SCORES lower than team scr.						

In a similar desert survival game developed by a group called HUMAN SYNERGISTICS, 81% of the teams playing the game improved their team score over the individual scores. On the average, teams scored 8 points better than individuals.

How about you?

Did your team score improve over the individual score?

What factors do you think are involved in making it possible for a group decision to be better than those made by one person alone?

HUMAN SYNERGISTICS suggests that in a crisis, effective human action depends on two key factors: (1) The Resources, both human and material (like the items on the list) which can be used in the situation, and (2) The Process--how the resources are used to solve the problem. If people work together, using their minds well, listening carefully to one another, they can produce results beyond the sum of their individual efforts. Nearly half of all teams playing The Desert Survival Situation by HUMAN SYNERGISTICS score better than their most well-informed individual member.

Your safety in the desert will be further assured if you follow these TEN SAFETY RULES FOR SURVIVAL IN THE DESERT prepared by the Maricopa County Department of Civil Defense and Emergency Services. See the Bibliography to find out how to get their DESERT SURVIVAL booklet.

TEN SAFETY RULES FOR SURVIVAL IN THE DESERT

1. Never go into the desert without first informing someone as to your destination, your route and when you will return. STICK TO YOUR PLAN.
2. Carry at least one gallon of water per person per day of your trip. (Plastic gallon jugs are handy and portable.)
3. Be sure your vehicle is in good condition with good hoses, spare tire, spare fan belts, necessary tools, and reserve gasoline and oil.
4. KEEP AN EYE ON THE SKY. Flash floods may occur any time "thunderheads" are in sight, even though it may not rain where you are.
5. If your vehicle breaks down, stay near it. Your emergency supplies are here. Raise hood and trunk lid to denote "Help Needed."
6. If you are POSITIVE of the route to help, and must leave your vehicle, leave a note for rescuers as to when you left and the direction you are taking.
7. If you have water—DRINK IT. Do not ration it.
8. If water is limited—KEEP YOUR MOUTH SHUT. Do not talk, do not eat, do not smoke, do not drink alcohol, do not take salt.
9. Do not sit or lie DIRECTLY on the ground. It may be 30 degrees or more hotter than the air.
10. A roadway is a sign of civilization. IF YOU FIND A ROAD, STAY ON IT. (Other people use it, too.)

SCORING:

The order of ranking is:*

1. Cosmetic Mirror. The mirror is a good device for signalling airplanes and ground searchers. Your chances of being rescued are good if you stay near the van and signal searchers. The mirror can also be used to start a fire.

2. Jackets. Jackets will insulate your body from heat during the days and can also be used for warmth at night (desert nights can be cool, even during the summer months).

3. Water. This quantity of water will help you stay alive for another day if you stay in the shade and remain quiet.

4. Flashlight. The flashlight can be used for signalling at night. The reflector around the lightbulb may also be used for signalling in the daytime.

5. Whistle. A whistle is good for signalling a search party when one is nearby. Some people have not been rescued because they were unable to yell when searchers were close.

6. Bandanas. Bandanas may be used several ways: tied end to end they may be used for daytime signalling; placed over the face they will protect against blowing dust; they can be used to strain dirty water.

7. Pocket Knife. Can be used to cut open cactus for moisture (however, you can not get enough water to stay alive long just from cactus), and for many other tasks.

8. Sunglasses. The desert sun is hard on eyes; sunglasses may prevent eye damage.

9. Matches. Matches can be used to start a signal fire, or to start a fire for warmth at night (would be ranked higher, however, you can start a fire with the mirror).

10. Book. Pages from a book could be used to help start fires. It is difficult to catch desert animals. Moreover, it is better not to eat if water is scarce.

11. Compass. This may tempt someone to try walking out--a very bad idea. Stay where you are!

12. Salt Tablets. These can cause cramps and nausea. Don't use them.

*Experts differ in their suggestions of what to have on hand when you travel and explore in the desert. This exercise and the "expert" suggestions were adapted from The Desert Survival Situation, by HUMAN SYNERGISTICS, by The PAK Foundation, a non-profit organization dedicated to offering challenging wilderness experiences for young people, 311 E. Northern Ave., Phoenix, AZ 85020.

Estudiantina

Mexico means music--happy music, sad music, a song for every fiesta, a dance from every part of the land. Everyone in Mexico enjoys music!

ESTUDIANTINA

Let me introduce you to a group of young Mexican music makers who play and sing and sometimes dance on behalf of the city of Hermosillo. They are called the *ESTUDIANTINA*.

The *Estudiantina* is modeled after musical groups of young people in Spain called *Tunas*. The *Estudiantina* of Hermosillo is made up of sixty-four students from the second to the sixth grade (ages 6 to 12). Many of the young musicians are able to play more than one of the following instruments: guitar, mandolin, mouth organ, accordian, percussion and glockenspiel.

DIRECTOR

The group is directed by Senor Guadalupe Estrada Alvarez. Mr. Estrada is a professional musician who once played with the world-famous band leader, Xavier Cougat. His musical life was influenced by an early friendship in southern California with the composer, Ferde Grafe (author of The Grand Canyon Suite). Without Mr. Estrada there would be no *Estudiantina*. He cares a great deal for his "kids," and makes their lives happier through music. He has directed the group for eleven years.

PLAY FOR US!

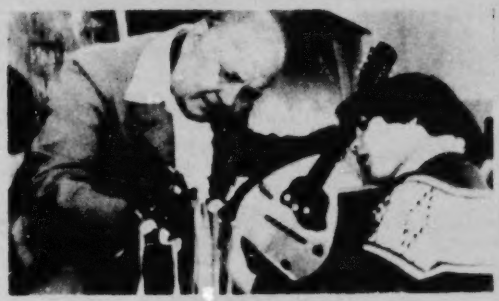
The *Estudiantina* is on demand to play for local celebrations, such as the program honoring the 150th birthday of Jesús García Corona, the Hero of Nacozari (see "H - Heroes"). Each May the group travels to Colorado for a series of performances. Under the sponsorship of the Arizona-Mexico Commission, they have performed in Arizona. And, under the sponsorship of the Phoenix Sister Cities Commission they have been to Phoenix twice, as the guests of the Madison and the Washington School Districts. They have performed for the Phoenix civic celebration: HELLO PHOENIX, where one of their selections was the song, *"Amistad,"* found on the following page. Their beautiful performing outfits have been handmade in Hermosillo. An active parent group raises money for their trips.

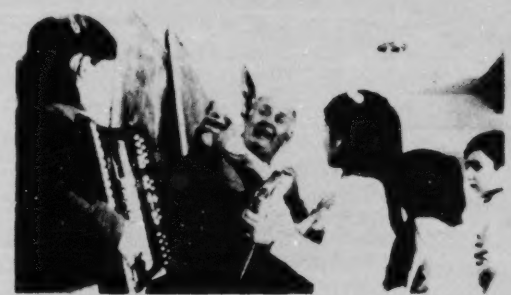
PRACTICE? IT'S FUN!

Formal practice for the performing group is from 3:30 to 4:30 each afternoon at the *Heriberto Aja* school in Hermosillo. Prior to that, Mr. Estrada works with the forty-member training group. At that time the performers gather in small groups under the trees or along the school walkways to practice technique and perfect their notes. They learn from one another as well as from assisting parents, former members of the *Estudiantina* and Mr. Estrada.

Parts are learned by rote, as Mr. Estrada demonstrates with his voice and the students respond. Some music is carefully copied into personal notebooks by the musicians from a model Mr. Estrada writes on the blackboard. For the most part, the music is in the children's heads.

It's also in their hearts. They play well because they love to make music.





AMISTAD

CHORUS: MAY BE SUNG IN A ROUND

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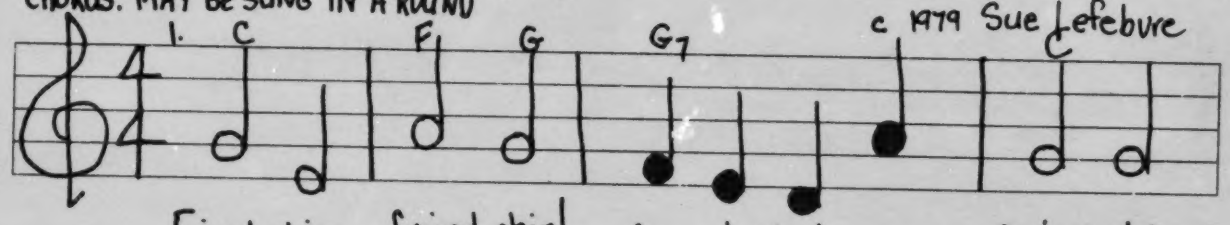
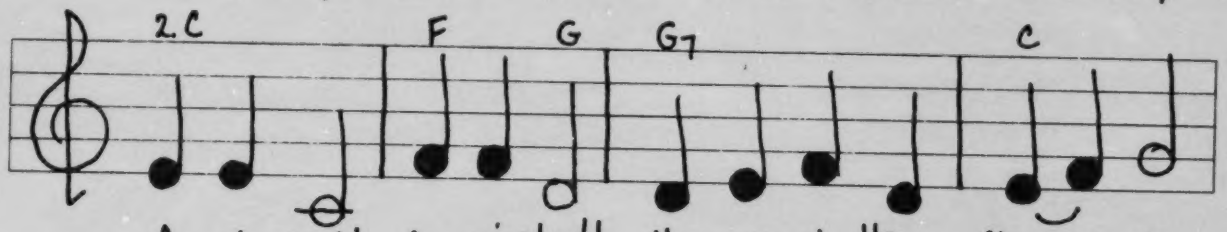
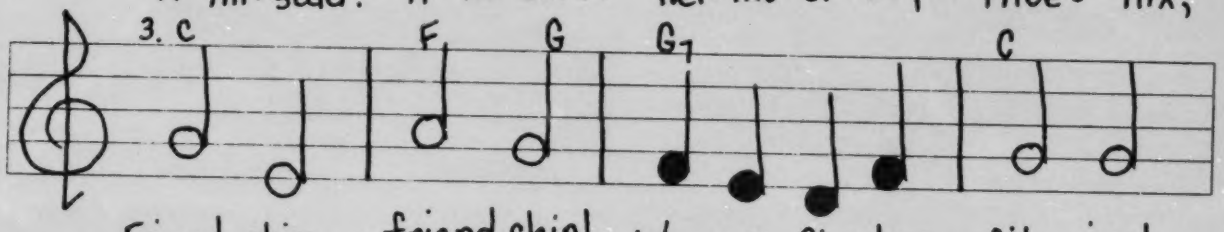


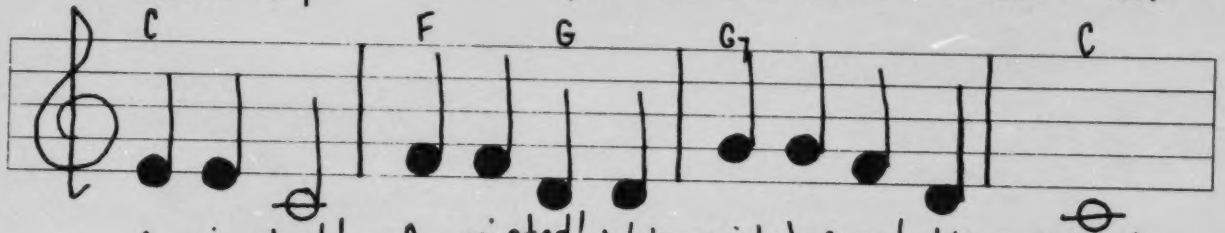
Friend-ship, friend-ship! A - mi-stad means friend-ship.



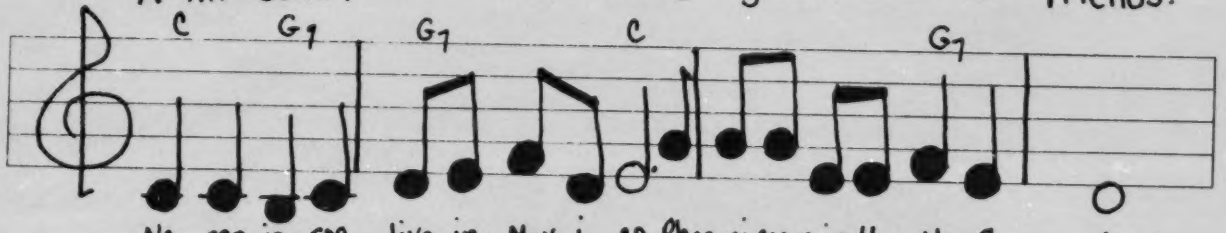
A- mi-stad! A-mi-stad! Her-mo-si-llo, Phoe- nix;



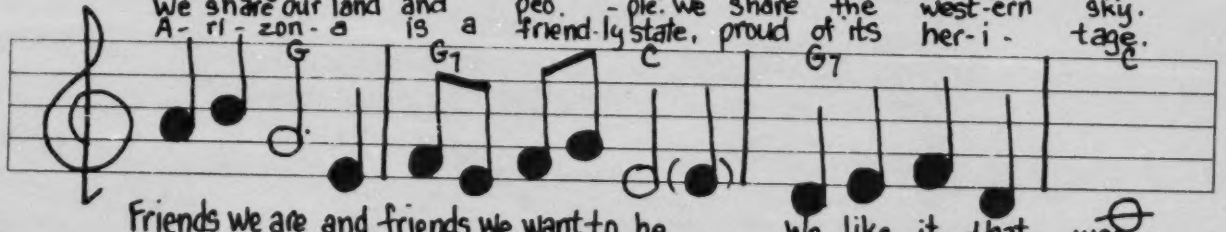
Friend-ship, friend-ship! We are Sis-ter Cit-ies!



A- mi- stad! A-mi-stad! We're neigh-bors and we're friends.



Na-ran-je-ros live in Mex-i-co, Phoe-ni-cians in the U.-S.-A.
We share our land and peo-ple. We share the west-ern sky.
A-ri-zon-a is a friend-ly state, proud of its her-i-tage.



Friends we are and friends we want to be. We like it that way.
When our lead-ers dis-a-gree, we do won-der why.
And, so-no-ra's proud of history, too. Let's write a-no-ther page.

Father Kino

Father Eusebio Francisco Kino has long been recognized as Arizona's first European pioneer, explorer and map-maker.

March, 1961, was the 250th anniversary of Kino's death. At that time several Arizona legislators wrote to the Congress of the United States. They asked that Father Kino be accepted as the subject for a statue in the National Hall of Statuary. The request was approved. A seven-foot tall cast was made by the sculptor, Madame Suzanne Silvercruz, in Connecticut. Molten copper from Arizona mines was poured into the cast. Then Father Kino took his place among the great founders of our nation.

The statue was dedicated on February 14, 1965. Over seven hundred people from all over the world attended. Father Ernest Burrus, S.J., presented the dedication address. He had come from the Jesuit Historical Institute in Rome. He spoke of the great affection and respect held for Father Kino among the people of Arizona and Sonora. Indeed, people throughout the world honored Father Kino.

Shortly after the dedication, Mexico's President Gustavo Díaz Ordaz ordered that the long-sought grave of Father Kino be located. President Díaz hoped to erect a fitting memorial to Father Kino in Mexico.

Thus began an intensive search.

KINO'S LIFE

The story of Kino's life begins in Segno, a tiny mountain town in Italy. There, on August 10, 1645, Eusebio was born in a wood and stone house. It was typical of the area. The bright young man was sent by his parents to Jesuit colleges in Trent, Italy, and at Hall near Innsbruck, Austria. While in Austria, he became very ill. He made a vow to his patron, St. Francis Xavier. If St. Francis would help Kino regain his health, he would enter the priesthood. He did get well. And, he kept his promise; he joined the Society of Jesus. Following several years of study in science, mathematics and theology, Kino was anxious to go to work. Several years earlier he had asked to be sent to China as a missionary. Finally, it looked as if his dreams would come true. But he learned that he was being sent to Mexico.

He landed at Veracruz in 1681. For the next thirty years Kino explored the "new world." His adventures took him to Baja California (which he thought was an island). He traveled into the areas now called Sonora and Arizona. He had many adventures, including a treacherous raft trip across the Colorado River. His mission was to take Christianity to the people of the new world. While there, he surveyed the land, drew maps and introduced European crops to the Indians. He made many friends. He was one of the first people to write about the new land and to send detailed information back to Europe. In 1702 he wrote, "I have discovered with all minute certainty and evidence, with mariner's compass and astrolabe in my hands, that California is not an island but a peninsula, or isthmus, and that in thirty-two degrees of latitude there is a passage by land to California."

Kino chose many sites for missions. The first was established in March, 1687, on a Pima [illegible] at Dolores. It is located in the north central area of present-day Sonora. This was to be his headquarters for the next twenty-four years. During that time he explored the area of the Pimería Alta (northern Sonora and southern Arizona). In March of 1711 Father Kino was at work in Dolores. His friend and co-worker, Father Campos, invited Kino to the nearby town of Magdalena to dedicate a new chapel. This request had special meaning for Father Kino because the chapel was named for his personal patron, St. Francis Xavier.

Father Kino, then 66 years of age, traveled through the hills to Magdalena. There he inspected the chapel. It was to become a popular shrine which would see thousands of visitors yearly come from all over northern Mexico to give thanks for health and a good life. Early in the day of March 15, Father Kino began to say the mass. But during the service he fell ill. Kino was carried by his friend, Father Campos, to his room. There Father Kino lay on his own mattress of two sheepskins. His pack-saddle served as a pillow. A little before midnight he died.

The next day, Father Campos buried Father Kino in a coffin in the floor of the new chapel. He carefully recorded the details in Magdalena's Book of Burials.

THE SEARCH

The little chapel came to be called *"La Capilla"*. Over the next 250 years its location became unclear. A search was made in 1928, with no success. And, during the 1939's and 40's several people had worked to locate the grave. An article in the March, 1961, issue of the Arizona Highways magazine (dedicated to Father Kino) suggested a site about four blocks away from the present Magdalena Church. During 1963, Father Charles Polzer, S.J., historian for the Southwest Mission Research Center in Tucson, and Dr. William Wasley, archaeologist* of the Arizona State Museum, carried out a slow, careful investigation. They wanted to sort out fact from rumor about the site. By the end of 1964, they and most other people believed this location to be wrong.

Then, President Díaz ordered the search in 1965. Magdalena was filled with many ideas about where the searchers should look. By the president's order, a team of people began to search among old documents to find clues. The Director of the Department of Historical Investigation of the National Institute of Anthropology and History and the colonial art historian (Professors Jimenez Moreno and Jorge Olvera) traveled to Magdalena. There they learned of the many rumors among the people about the location of Kino's grave.

Olvera began a series of methodic diggings which crisscrossed the entire site of the old town. More searchers arrived. Dr. Wasley came back, as well as several other historians and qualified investigators.

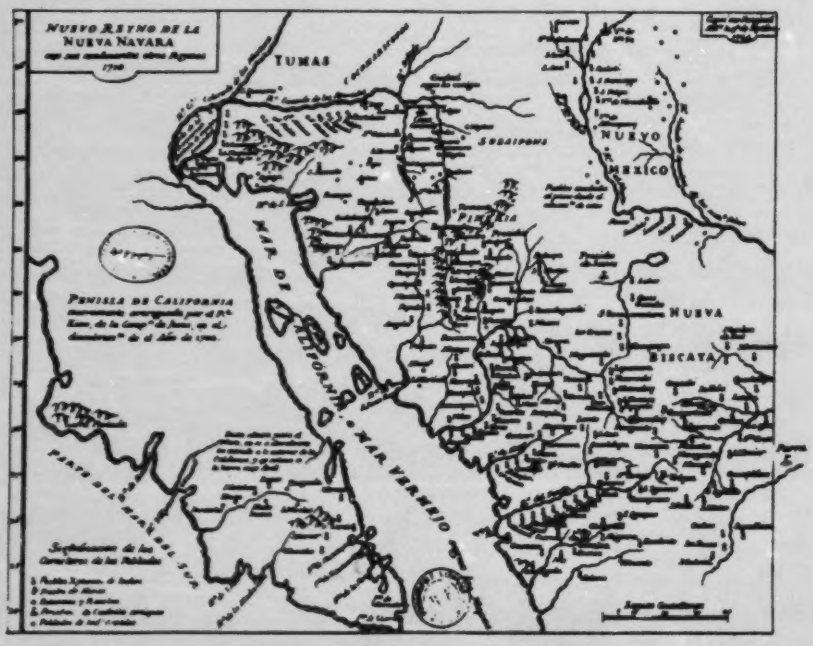
Carefully they worked, following clues from their research. They thought they might find not just one, but four or five graves which had been dug during the early 1700's (and one in 1837). The first to be located was the grave of Salvador de Noriega. The researchers called it "Suspect Number One."

Then, at 4:45 on the afternoon of May 10, 1966, they carefully followed the line of ancient adobe wall. A piece of skull fell into the trench. Many clues gave the searchers hope that they had located the grave of Father Kino. The team continued to work. They peeled back the earth from the entire area believed to be the chapel floor. Eventually they located five graves. And, on May 21, the team concluded that it had, indeed, found the remains of Father Eusebio Francisco Kino.

A SYMBOL OF HOPE

The find was confirmed in Mexico City and in Rome. Then, Luis Encinas Johnson, the Governor of Sonora, asked Don Julian Martinez to create a statue of Father Kino on horseback. Two statues were cast, based on a careful study of the skeleton found in Magdalena. The first was erected in Hermosillo, at the northern entrance to the city. The second was presented to the Governor and the people of Arizona. It stands on the lawn of the Capitol, in Phoenix. Both cities, Phoenix and Hermosillo, and both states, Sonora and Arizona, recognize Father Kino as a symbol of their common past. His life brought hope to the people of this desert land.

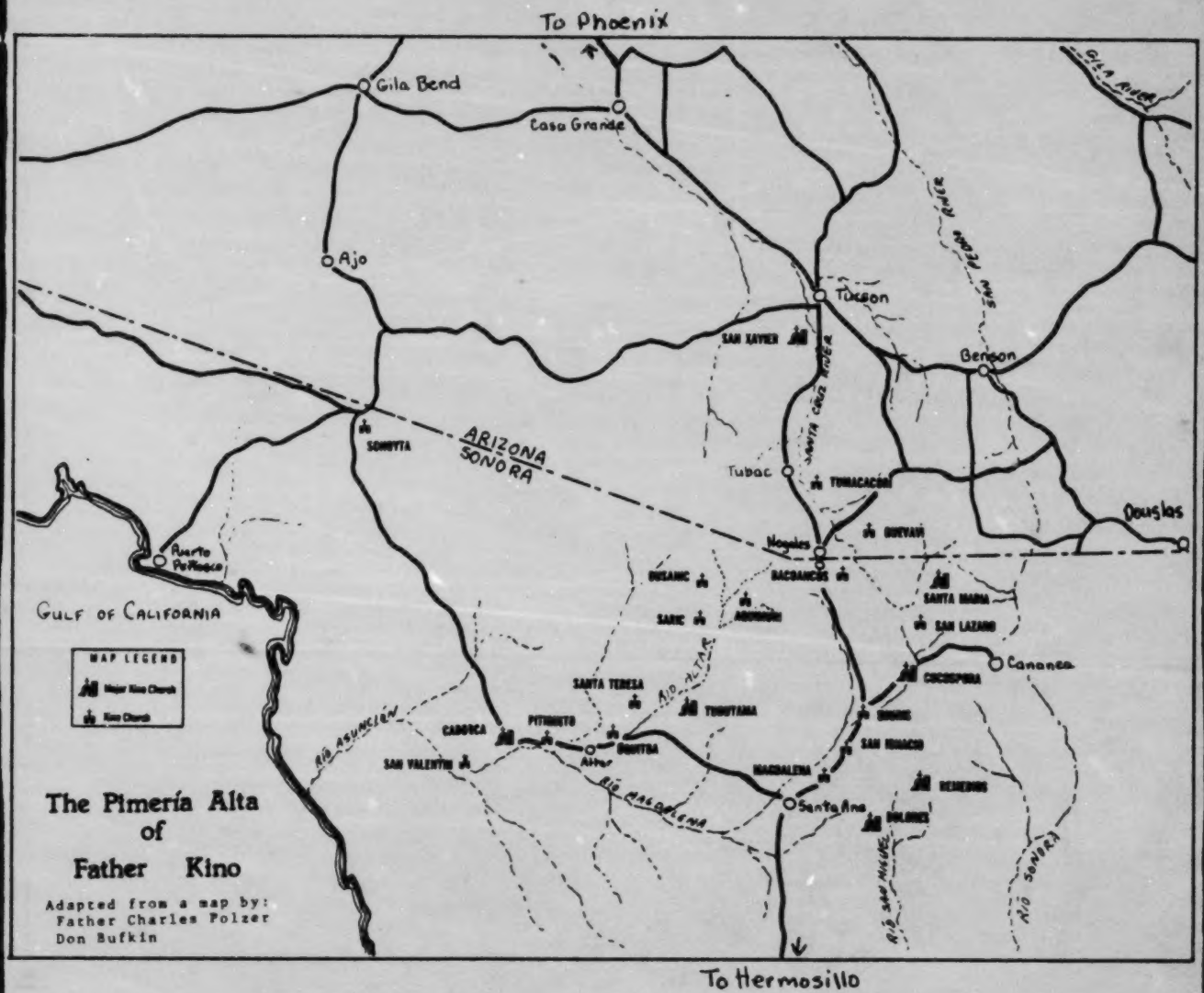
*See "Archaeology" under "J - Jobs."



1710 Kino Map

D'Anville Collection,

Bibliothèque Nationale, Paris



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KINO MISSIONS

Father Kino founded many missions in the area known as the Pimería Alta. This area is located in southern Arizona and northern Mexico. Unscramble the letters to learn the popular names of some of the Kino missions. The map on the previous page could help you.

1. _____ _____ del Bac
   NSA RAVIEX
2. San Cayetano del _____
   MICORUACAT
3. Los Santos Ángeles de _____
   VAGVIEU
4. San Luís _____
   NACOSCOOB
5. San José de _____
   SHIURI
6. Nuestra Señora del Pilar y Santiago de _____
   PRECOSCOA
7. Nuestro Padre _____ _____ de Cabúrica
   NAS CIINOGA
8. Santa María _____ de Buquivaba
   AAADEGMLN
9. San Antonio del _____
   TOUQAIO
10. San Diego del _____
    IQTIPUIOT
11. Nuestra Señora de la Concepción de _____
    CORCAAB
12. San Pedro y San Pablo del _____
    TUMAUBAT
13. Nuestra Señora de los _____ de Doagibubig
    SOIDEMER
14. Nuestra Señora de los _____ de Cosari
    LOSREDD

If you are interested in visiting Kino or other southwestern missions, contact:

Southwestern Mission Research Center
Arizona State Museum
University of Arizona
Tucson, Arizona 85721

or

Vistas de Sonora
3819 E. Calle de Cortez
Tucson, Arizona 85716

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Government

REPUBLIC OF MEXICO

The country of Mexico is a federal republic. Independence from European powers was first declared on September 16, 1810. The republic was established in 1824. The constitution of 1917 provided for the three powers of government: executive, legislative and judicial. The executive is represented by a president whose term of office is six years. The president may not be reelected. The president has the power to appoint judges and to seek their removal by the Congress.

The major political party throughout Mexico is the *P.R.I. (Partido Revolucionario Instituticional).* It was founded in 1929. Several other parties participate in elections. During the national elections held in 1976 the *P.R.I.* won 63 of 64 seats in the Senate. Senators serve a six-year term. In 1979 the *P.R.I.* won 296 of 400 seats in the Chamber of Deputies. Deputies serve for three years.

A committee of the party nominates candidates who are then voted on by the people in a popular election. *P.R.I.* candidates have won most recent elections throughout Mexico. The term *tapado* means "covered one." It is used to refer to a candidate before election. José López Portillo, President of Mexico during 1976-1982 was the candidate for *P.R.I.* At the writing of this book, the *P.R.I. "tapado"* is Miguel de la Madrid Hurtado. Elections will be held on July 4, 1982. The new president will take office on December 1. Everyone over the age of 18 may vote. Women have voted in Mexico since 1953.

STATE OF SONORA

Thirty-one states form the Mexican Republic. One of the northern states which borders the United States is Sonora. Its capital is Hermosillo. The Mexican states are sovereign. Each state has its own constitution and the three branches of government. The executive is represented by the governor. The legislative is formed by the *Cámara de Diputados* (Chamber of Deputies) who are popular representatives. There is no state Senate. The judicial power is represented by the Supreme Tribunal of Justice and basic state courts similar to Superior Courts in Arizona. However, they act with much less jurisdiction in public affairs. Some civil cases heard in state courts

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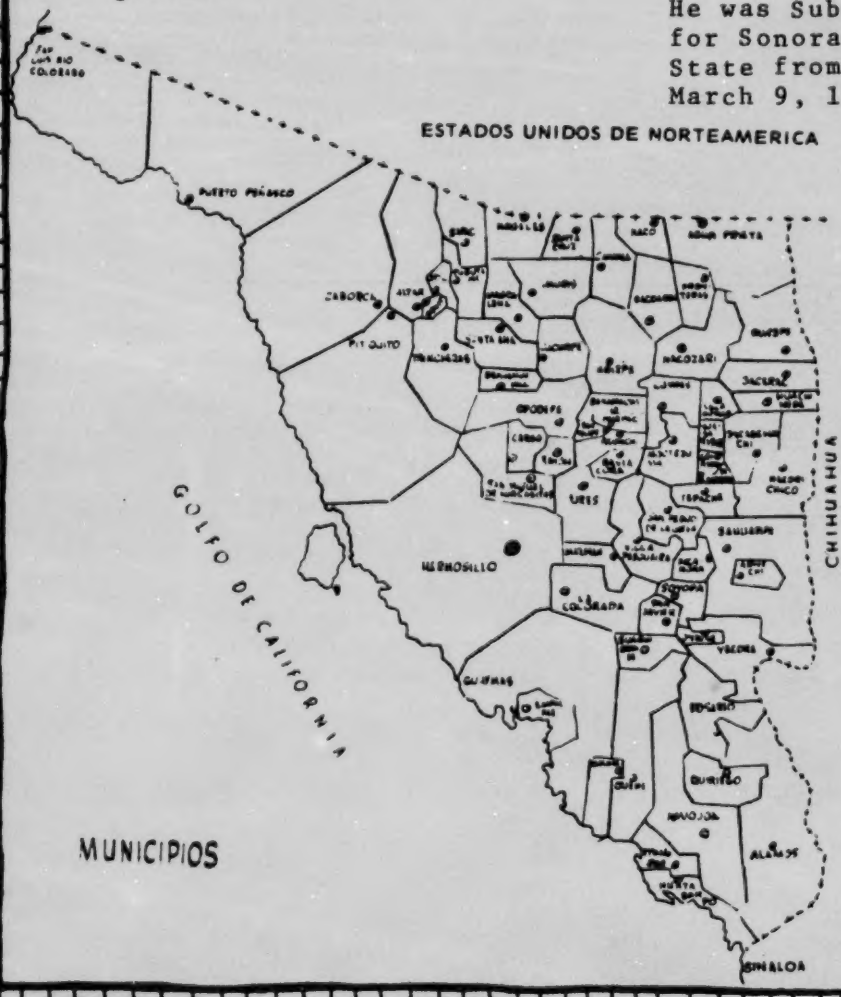
in the U.S. are heard in Federal District Courts in Mexico. All of these powers have their main seat in Hermosillo.

The governor of the state of Sonora is elected by popular vote for a term of six years (this term does not coincide with the term of president). The governor takes office on September 13 following election. Several political parties participate in the elections, but the majority party is the *P.R.I.* The current governor, Dr. Samuel Ocaña, was nominated by the *P.R.I.* The *diputados* (representatives) are elected for a term of three years. The seven members of the *Supremo Tribunal de Justicia* are directly appointed by the governor.

Governor Ocaña is a physician, born in 1931. He served as director of the *P.R.I's* Sonora Center for Political and Economic Studies during 1970-1973. He was Sub-secretary of State for Sonora; then Secretary of State from January 2, 1977 to March 9, 1978.



MUNICIPIO
OF HERMOSILLO

In Mexico, local government combines the two levels known in the United States as "cities" and "counties." Thus, Hermosillo is both a town and a larger geographical area like a county. All of this area and its government is called a *municipio*.

The *municipio* of Hermosillo is one of 69 in the state of Sonora. Hermosillo is Sonora's largest *municipio*.

A *Presidente Municipal* whose job is like that of a mayor is responsible for the fate of each *municipio*. There are sixty-nine *Presidentes Municipales* (also called *alcaldes*) in Sonora. Each one is elected for a three year term which cannot be renewed. The position is called "*Presidente Municipal*" because the person presides (is the chairperson) over the meetings and decision-making of the city council. The council is called a "*cabildo*." The *cabildo* is formed of several citizens who are appointed by the *Presidente Municipal*, usually before the election. The *Presidenta Municipal* for the term 1979-1982 is Dona Alicia Arellano de Pavlovich, one of several female *presidentas* in Mexico.

Presidenta Alicia Arellano de Pavlovich and the *P.R.I.* candidate for the office of *Presidente* 1982-1985, Enrique Flores López, talk together in a meeting.

COOPERATION IN GOVERNMENT

The lines of authority among the federal, state and local governments are not always clear in Mexico. Methods of paying for schools and roads, for example, vary from place to place. The *municipio*, state and federal governments cooperate in a variety of creative ways. See *"Cerro de la Campana"* under "What to See and Do in Hermosillo" as a specific example of such cooperation. The federal government spends 80 percent of all tax revenues in Mexico.

THE JUDICIAL SYSTEM

In Hermosillo, as well as throughout Sonora and the entire Republic of Mexico, the civil law prevails. There are federal courts which study and decide cases which develop because of federal laws. There are state courts for cases tried according to state of Sonora laws (civil, criminal and administrative codes). And there are also lower courts which deal with local laws (such as traffic).

In Sonora (as in all of Mexico) there are no trials by jury (except in the case of a public federal employee accused of a federal offense). One judge receives evidence of facts and strictly applies the law. In no case shall the judge use an earlier, similar case to help form the decision for resolving a case.

MIGUEL DE LA MADRID

PRESIDENTIAL CANDIDATE 1982 - 1988

Miguel de la Madrid Hurtado was born in the city of Colima (in the state of Colima) on December 12, 1934. He comes from a professional middle-class family whose members have served as lawyers, governors, mayors, members of the military and in public service jobs. When Madrid was two years old his father died. At that time his mother moved to Mexico City so that he and his sister, Alicia, could be educated there.

He studied law at the University of Mexico where he received Honorable Mention in his final exams. He started working while still in college--in a law office and then at the *Banco Nacional de Comercio Exterior*. A short time later he went to work at the Bank of Mexico. In 1964 the Bank of Mexico provided him with a scholarship to study public administration at Harvard University in the United States. Upon his return from Harvard he held the following positions: General Subdirector of Credit in the office of the Secretary of Budget and Public Credit (for Mexico) and then Subdirector of Finances for *PEMEX* (the government-owned oil company). He became Secretary of Planning and Budget in 1979 under President José López Portillo.

During his term as Secretary of Planning and Budget he carried out the following important activities:

- The Population Census of 1980
- The Economic Census of 1981
- Budget Reform
- The presentation in Mexico for the first time of a system of national consolidated accounts
- Creation of evaluation units in Federal Public Administration
- The beginning of both national and global planning for the development of Mexico

In 1963, at the age of 29, he became active in the political party *P.R.I. (Partido Revolucionario Institucional)*. He was an active participant in the presidential campaigns of Luis Escheverría and José López Portillo.

In 1957, the year Madrid received his law degree, he married Paloma Cordero Tapia from Mexico City. They have five children: Margarita, Miguel, Enrique, Frederico and Gerardo. Madrid believes that the family unit is of great value.

SONORA

Miguel de la Madrid is the *P.R.I.* candidate for President of Mexico for the term 1982-1988. He stands for the following ideals:

- Commitment to recognize the needs of the many groups of people in Mexico.
- Liberty for everyone which will be carried out in helpful social practices.
- Support of Mexico's current economic system which promotes both government ownership (such as *PEMEX)* and private enterprise in business.
- The participation of all citizens in the greatness of Mexico.
- Defense of Mexico's independence.
- Promotion and improvement of agricultural productivity.
- Promotion of the ideals of the Mexican Revolution.
- Public discussion during the campaign of the hopes and dreams of the people of Mexico for their country.
- Planning for and with each town.
- Development of the *P.R.I.* as the party which expresses the opinion of the majority of the people.
- Development of ideals for Mexico to provide a sense of purpose and a clear guide for action.
- Recommitment to moral behavior among the people.
- Continuation of the struggle against inequality among people, making full use of democratic processes to do so.
- Education as a priority for everyone.
- Protection of the quality of life of Mexican people.
- Support for the local community.

"¡*Viva el Partido Revolucionario Institucional!*"
"¡*Viva* Mexico!"

WHERE IT'S HAPPENING

Mark an "X" in the proper column to indicate whether the following governmental activities take place in Mexico, in the United States or in both countries:

	In Mexico	In the U.S.	In Both
1. Government officials can usually be reelected.			
2. The President's term of office is six years.			
3. The country is organized as a federal republic.			
4. The government includes the executive, legislative and judicial powers.			
5. The political process is dominated by two parties.			
6. The mayor rules over an area larger than a city.			
7. Trials by jury are held only for federal workers accused of federal crimes.			
8. The members of the city council are appointed by the mayor.			
9. There are state and federal court systems.			
10. Judges use the rulings from previous cases to help them decide their cases.			
11. Presidential candidates are chosen at political meetings by party members from throughout the country.			
12. The federal legislature includes senators whose terms last six years.			

Hermosillo

Periférico Norte

HERMOSILLO

Made the temporary seat of government in 1831 when the state of Sonora separated from Sinaloa. Hermosillo has been the capitol of Sonora since 1879.

POPULATION

Approximately 400,000

CITIZENS

Nicknamed for the oranges which flourish there, the people and the Pacific League baseball team are called "the Naronjeros," the orange growers.

THE NAME

Hermosillo was named for a general from the state of Jalisco, José M. Gonzales de Hermosillo, in 1828. He had been sent to spread the ideas of the liberty movement by Hidalgo.

ESTABLISHED

1700 - First settlement, San Pedro del Pitic.

1741-2 - Fortified camp built along the Sonora River.

1772 - Canal opened; land distributed.

1783 - Pitic called a village.

CLIMATE

The weather is semi-tropical. It rains in late summer and in the winter, as it does in Phoenix. However, it does not freeze in winter.

ELEVATION

230 meters above sea level.

THE SUN CITY
of
NORTHWEST
MEXICO

PERIFÉRICO

Like many Mexican towns, Hermosillo is surrounded by a "periférico" (periphery), a road enclosing the city.

Periférico Sur

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HERMOSILLO

- HOTEL INTERNACIONAL
- MOTEL VALLE GRANDE.
- HOTEL MOTEL GÁNDARA.
- MOTEL EL ENCANTO.
- MOTEL BUGAMBILIA.
- MOTEL LA SIESTA.
- HOTEL SAN ALBERTO
- AEROMEXICO.
- MANNIX RESTAURANTE
- SCORPIOS BAR.
- PALACIO DE GOBIERNO
- CATEDRAL
- MUSEO Y BIBLIOTECA.
- UNIVERSIDAD DE SONORA.
- CONSULADO AMERICANO.
- DIRECCION DE TURISMO.
- TELEGRAFO.
- MEXICANA DE AVIACION.
- IMARC
- MERCADO MUNICIPAL (CASAS DE CAMBIO).
- CENTRO COMERCIAL V.H.
- CAPILLA DEL CARMEN.
- CURIOSIDADES BONA.
- GALERIA CESARETTI.
- ARTESANIAS MEXICANAS.
- KIOSKO DEL ARTE
- EL FARO, GASOLINERA.
- EL CAPITAN, GASOLINERA.
- EL GALLO, GASOLINERA.
- EL PALOMINO, RESTAURANTE.
- VALMOS STEAK HOUSE.
- EL MOLINITO, RESTAURANTE.
- EL RANCHERO, RESTAURANTE.
- JO WAH, RESTAURANTE.
- XOCHIMILCO, RESTAURANTE.
- MIYAKO, RESTAURANTE.
- PEPSI COLA (PLANTA).
- PARQUE INDUSTRIAL.
- CENTRO DE PREVENCION Y READAPTACION SOCIAL.
- EL RODEO, RESTAURANTE.
- HOTEL DEANZA
- HOSPITAL DEL SEGURO SOCIAL.
- HOSPITAL DEL ESTADO.
- LA HACIENDA, RESTAURANTE.
- LAI WAH, RESTAURANTE.
- LA HUERTA, RESTAURANTE.
- LA ESTANCIA, RESTAURANTE.
- CRUZ ROJA.
- CASINO DE HERMOSILLO.
- FORD.

51.- CHEVROLET.
52.- DODGE.
53.- CAZA Y PESCA.
54.- VOLKSWAGEN.
55.- DATSUN.
56.- GAS PROPANO BUTANO.
57.- REGISTRO FEDERAL DE AUTOMOVILES.
58.- TERCERA ZONA ADUANAL.
59.- LAVANDERIA.
60.- RESTAURANTE PLAZA.
61.- CENTRAL DE AUTOBUSES.
63.- LA SAUCEDA (PARQUE).
64.- ESTADIO H. ESPINO.
65.- PARQUE MADERO.
66.- CERRO LA CAMPANA (MIRADOR).
67.- CAMPO DE GOLF.
68.- PRESA A. L. RODRIGUEZ.

30 40

Use the following list to help you read the map:

(words not listed, such as hotel and social, are written the same in both languages.)

SPANISH	ENGLISH
aduanal	customs
Aeroméxico	(airline name)
americano	American
arte	art
artesanías	crafts
autobuses	buses
automóviles	cars
aviación	aviation
biblioteca	library
bugambilia	bouganvilla (plant)
butano	butane (gas)
capilla	chapel
capitan	captain
cambio	change, exchange
campana	bell
campo	field, countryside
campo de golf	golf course
casa(s)	house (s)
casino	gambling house
catedral	cathedral
caza	game (animal)
centro	central, downtown
cerro	hill
Cesaretti	(a name)
comercial	commercial, shopping
consulado	consulate
cruz	cross
curiosidades	curios
de	of
Deanza	(a name)
del	of the
dirección	administration, address
el	the
encanto	charm
Espino	(a name)

SPANISH	ENGLISH
Est. de F.C.P.	railroad station
estadio	stadium
estado	state
estancia	inn
este	east
Faro	(a name)
galería	gallery
gallo	chicken
Gándara	(a name)
gasolinera	service station
gobierno	government
grande	big
hacienda	big house, farm
huerta	garden (veg. or fruit)
IMARC	(name of a school)
internacional	international
Jo Wah	(a name)
la	the
Lai Wah	(a name)
lavandería	laundry
Madero	(a name)
Mannix	(a name)
mercado	market
Mexicana	Mexican
mirador	lookout
Miyako	(a name)
molinito	little mill
municipal	city
museo	museum
norte	north
oeste	west
palacio	mansion
palomino	(a kind of horse)
pantera	panther
parque	park

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SPANISH	ENGLISH	SPANISH	ENGLISH
paseo	picnic area	Scorpios	astrological sign
periférico	periphery	seguro	security
pesca	fish	siesta	afternoon rest
planta	plant (mfg.)	sur	south
plaza	square	telégrafo	telegraph
presa	dam	tercera	third
propano	propane (gas)	turismo	tourism
prevención	prevention	universidad	university
ranchero	ranch, farm	valle	valley
restaurante	restaurant	Valmos	(a name)
rodeo	roundup	viveros	nursery (tree)
roja	red	Xochimilco	floating gardens of Mexico City
registro	registry	y	and
Rodríquez	(a name)	zona	zone
San Alberto	(a name)	el fin	the end
Sauceda	(a name)		

Locate the following places on the map:

From the International Hotel, what direction will you travel to get to each one?

	#	
A. Hill of the Bell (lookout)	___	___
B. Red Cross	___	___
C. Rodriquez Dam	___	___
D. Telegraph Office	___	___
E. American Consulate	___	___
F. Laundry	___	___
G. Cathedral	___	___
H. Governor's Mansion	___	___
I. El Molinito Restaurante	___	___

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HERMOSILLO

Flying into Hermosillo (ehr-moh-see-yoh) on Aeromexico's Flight 101, you can see it as an island in the vast Sonoran Desert. Trees line the banks of the two rivers flowing out of the mountains from the north into the Abelardo Rodríguez Reservoir southeast of town. Patches of irrigated farm land give a sense of order and care. The surrounding land appears harsh--its color brown or green depending on the time of year.

Hermosillo itself is compact. The present limits remain fairly well defined by the *periférico* around the outside edge of town. Hermosillo's growing population threatens to burst these limits. Influx of people from neighboring towns, plus an annual population growth of about 3%, places unreasonable demands on city services and housing. Hermosillo grew from 208,000 in 1970, to 367,000 in 1980. The population will soon reach half a million.

MUNICIPIO OF HERMOSILLO

It is misleading to think of Hermosillo only as a city or town. The name also applies to a larger county-like area called a *municipio*. It is bounded on the north by the towns of Carbo and San Miguel de Horcasitas. On the east it extends to Ures, Mazatan and La Colorada. And to the south it reaches Guaymas and Poniente. The Gulf of California serves as the western edge. The *municipio* includes Kino Bay. The total area is 16,519.86 square kilometers. Sixty percent of the land is desert. The local government (comparable to our city and county governments) applies to the entire *municipio*. Recently the government has been developing an Ecoplan to meet the needs of the *municipio*--its land, wildlife, plants and people.

For now, however, we'll talk about the city of Hermosillo--that community which is located at the junction of the rivers.

HISTORY

In 1700, the Spaniard, Captain Juan Bautista Escalante, founded the first settlement in this area. It was called San Pedro del Pitic.

Three sources have been identified for the name "Pitic." For the Pimas Bajos the word "Pitiquín" meant "where two rivers meet." The Seri expression "Aj Hicom" meant "there is much water." And the Yaqui term "Bapusihui" meant "ojo de agua--eye of water, or spring." All could have contributed ideas and sounds to the name.

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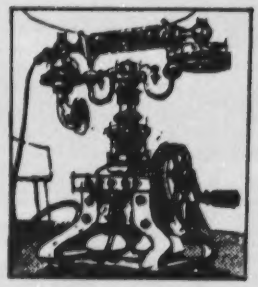
In 1704, the Spanish mission to the Seri Indians was founded nearby. It was called La Santisima de Trinidad. About forty years later the Viceroy Count Fuenclara ordered Augustin de Vildosola to construct a fort along the river. In 1741 or 42, he built the El Real Presidio de la Santisima Trinidad. *Real Presidio* means royal fort--all Spaniards in the "new world" were under the royal command of King Charles, III of Spain. This fort was to be used in the struggles with the Seri Indians.

Under the government of Pedro le Corbalán a canal was built to irrigate the lands in the Pitic area. The canal opened in 1772, and land was distributed to the inhabitants.

The village was officially named Hermosillo in 1828. The name honored José María Gonzales de Hermosillo. He had been sent north by Miguel Hidalgo to spread the ideas of the liberty movement (War of Independence) to Sonora. When Sonora became a separate state from Sinaloa in 1831, Hermosillo was made the temporary capital. In 1879, Hermosillo became the permanent capital city of the State of Sonora.

HERMOSILLO GROWS UP



Hermosillo began its metamorphosis from a town into a city around the turn of the 20th century. In November, 1881, the train had been completed from Guaymas to Hermosillo forming the connection to the heart of the country in Mexico City. In 1882, the Instituto Sonorense had begun to train veterinarians and doctors. The Colegio de Sonora had opened for children in 1889. On the 21st of May, 1897, the first 200 lights were turned on in the central part of town and nearby *barrios*. In April, 1898, a contract was given for paving the streets and sidewalks. In 1900 water was piped through a part of the town. In June, 1903, a contract was let for the first telephone system. In 1904 Zaragoza Plaza was laid out on or very near the original townsite. And in 1906 the cathedral was built on the south side of the plaza. Hermosillo was becoming a *ciudad*.

From the street one gets a sense of Hermosillo's pride in its past. Street names, place names and monuments identify the popular heroes of the area. These include the four presidents of Mexico from Sonora: Adolfo de la Huerta, Alvaro Obregón, Plutarco Elías Calles and Abelardo Rodríguez. In Madero Park stands the memorial to the well-loved hero, Jesús García Corona, who was born in Hermosillo. His bravery saved the mining town of Nacozari from destruction.

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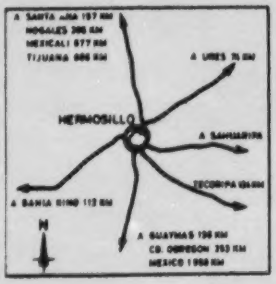
And, at the entrance to the city from the north stands the twin statue of the explorer and missionary, Father Eusebio Francisco Kino. Its match stands at the state capital of Arizona in Phoenix. In Mexico it is common practice to lift up such public servants as heroes. From time to time this recognition takes place while the persons are yet alive.

TODAY



Modern Hermosillo is a bustling city--the hub of the state as well as its capital. For example, the University of Sonora located in Hermosillo offers programs in nursing, law, economics, accounting, agriculture and chemistry for students from all over the state. The University conducts research in many areas and helps the entire state with plans for the future.

Hermosillo's many excellent restaurants offer a wide variety of specialties. These include Sonoran beef, seafood from the Gulf of California, wonderful Hermosillo-grown eggs with golden yolks, *tacos*, *carnitas* and other tasty treats. One can also find Chinese food, Italian food and American *hamburguesas*.

AN INTERNATIONAL CITY

The influence of the United States can be readily seen in Hermosillo--even from the street. Signs for "Pepsi," Hertz and "discos" are among the clues that Hermosillo is becoming an international city. Daily flights carry passengers from Hermosillo to Tucson to shop for specific personal items. Until the recent devaluation of the peso (1982) most anything mechanical or electronic was cheaper in the United States--tape players, musical instruments, calculators, etc. It remains to be seen how relationship between the *peso* and the dollar will affect the future ability of people to buy what they want.

Other clues to our shrinking world are the recent opening (November, 1981) of a large Sears store in Hermosillo, and the planned investment of Portland Cement in the Hermosillo cement works. It is expected to be the largest cement plant in Latin America. In March, 1981, *PEMEX*, the nationally owned oil company, started work on a 16" oil pipeline in Sonora. It will supply energy to industry, mining and population centers in Sonora, including Hermosillo. Initially the gas will be imported from the United States. However, Mexico plans to develop its own sources in the future.

Hermosillo has much to offer. Getting there is easy. You can drive--south from Nogales down Highway 15. You can take a Mexican bus from the border. You can ride the Ferrocarril del Pacífico which runs daily from Nogales to Los Mochis. Or you can fly from Tucson on Flight 101. Try it -- you'll like it.

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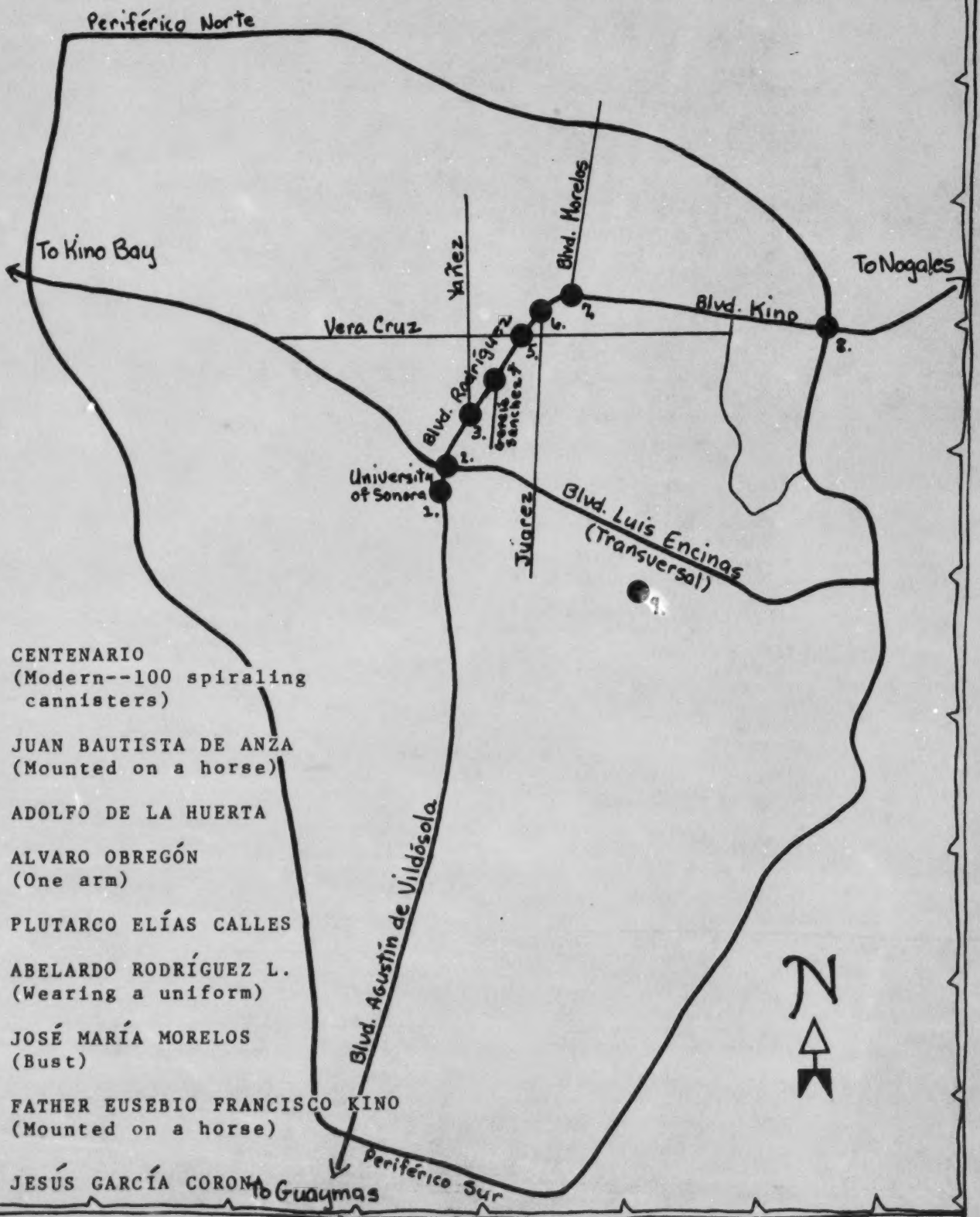
HERMOSILLO

HEROES AND MONUMENTS



1. CENTENARIO
   (Modern--100 spiraling cannisters)
2. JUAN BAUTISTA DE ANZA
   (Mounted on a horse)
3. ADOLFO DE LA HUERTA
4. ALVARO OBREGÓN
   (One arm)
5. PLUTARCO ELÍAS CALLES
6. ABELARDO RODRÍGUEZ L.
   (Wearing a uniform)
7. JOSÉ MARÍA MORELOS
   (Bust)
8. FATHER EUSEBIO FRANCISCO KINO
   (Mounted on a horse)
9. JESÚS GARCÍA CORONA

1. CENTENARIO

2. JUAN BAUTISTA DE ANZA (1736-1788)

De Anza was born at the Presidio of Fronteras where his father was the Presidial Captain. In 1760 he became Commandant of the Presidio in Tubac (present day southern Arizona). He received special mention for the integrity of his administration. He dealt wisely with the Indians in times of peace and suppressed them successfully in times of war.

On June 24, 1761, he married Anza María Pérez Serrano in Arizpe. In 1767, he had the sad duty to report to the parish priest who had both baptized and married him that the Jesuits were called out of Mexico.

Like his father he dreamed of an overland route to California. In 1772, he proposed an expedition to the Viceroy which he would pay for himself. On January 8, Captain Anza, Father Francisco Gárces and 20 soldiers left Tubac. He reached the Mission of San Gabriel in southern California on March 22. Upon his return he was promoted to Lieutenant Colonel. In September, 1775, he left Tubac again with 240 persons and a thousand domestic animals. This time he arrived in the Bay area. His people settled the town of San Francisco. There the Presidio was established in September of 1776, and the mission of St. Francis of Assissi in October.

Anza returned to Sonora. In August of 1778, he was made Governor of the State of New Mexico. He died in Arizpe, Sonora, in 1788. His remains are buried there in the floor of the church.

3. ADOLFO DE LA HUERTA (1851-1954)

De la Huerta was born in Guaymas, Sonora. He was a member of the Sonora legislature. In 1913, Venustiano Carranza named him *oficial mayor* of the Secretary of the Department of the Interior. In 1916, he was named Provisional Governor of the State of Sonora.

In May, 1920, President Carranza left Mexico City under pressure from his opponents. While he was asleep in a remote Indian village he was murdered. His friends were told that he had killed himself. Adolfo de la Huerta was named Provisional President and served until November. At that time Alvaro Obregón, one of Carranza's chief enemies, took over.

De la Huerta was considered for the presidency again in 1924, but lost out to Plutarco Elías Callas. He had originally intended to become an opera singer. He went into exile in the United States and gave singing lessons in Los Angeles.

De la Huerta sometimes wrote under the pen name of Eduardo Teofalla, Jr. Following is a poem he penned in his youth. His biographer, Roberto Guzman, says that it represents Huerta's life.

Vida Útil	A Useful Life
Si das a la humanidad	If you give to humanity
sus esfuerzos feverosos	your ardent efforts,
y por los menesterosos	and for the needy
luchas con sinceridad,	struggle with sincerity,
si a tu patria con lealtad	if you serve your native land loyally
sirves con preceptos fijos	with solid precepts,
y con cuidados prolijos	and in your home
en tu hogar fincas tu amor	nurture your love with attentive care
tu vida tendrá un valor	your life will be a value
que reflejará en tus hijos.	that will reflect upon your children.

4. ALVARO OBREGÓN (1880-1928)

Alvaro Obregón was born in Siquisiua, Navojoa. In 1911 he was elected *Presidente* of Navojoa. When President Madero died Obregon was named military commander of Hermosillo. His career in the military led to an active role in the Mexican Revolution.

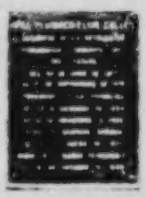
He became President of Mexico in November, 1920. He provided practical leadership to a country which had been torn apart by the war. He believed that economic efficiency and political peace were important. He searched for ways to make the country stable. He insisted on freedom of the press. He created the office of Public Education and built nearly 1,000 schools in rural areas. The education of larger numbers of people led the way to the future development of Mexico.

For three years of his term the Obregón government was not recognized by the United States. Obregón succeeded in reaching agreement over claims for damage done to U.S. property during the Revolution.

Following his term as President, Obregón made a fortune in the chick-pea (garbanzo) business.

In 1928 Obregon was re-elected to the Presidency. However, three weeks later an independent fanatic named José de León Toral approached Obregón. He pretended to want to sketch Obregón's portrait. Instead, he killed him.

Obregón is remembered with respect as a man whose ideas worked well for his country.



5. PLUTARCO ELÍAS CALLES (1877-1945)

Calles was born in Guaymas, Sonora. He began his career teaching in a Sonora primary school. He later became a wealthy land owner. As a military man he fought against the government of Victoriana Huerta. He served as a lieutenant under General Alvaro Obregón. When Governor and Military Commander of Sonora he reformed the civil code for divorce. He founded the Normal School of Sonora. During the presidential term of Venustiano Carranza he served as Secretary of Industry, Commerce and Work. He was named Secretary of War and the Navy in the cabinet of Obregon. On the 10th of December, 1924, he became President of the Republic of Mexico.

He entered office with a passion for reform. During his administration many roads and irrigation systems were built. He reorganized the Army. The National Bank of Agriculture and the Central Bank of Mexico were founded.

Relations between Mexico and the United States were poor. During Calles' term Dwight Morrow became Ambassador to Mexico from the U.S. Morrow improved the relationship between the two countries. He enjoyed Mexico and behaved with increasing respect toward the government. He invited Charles Lindbergh and Will Rogers to Mexico on visits of good will.

In 1928 Calles retired to private life.

Beginning in 1929 he became more involved in politics. He founded the *Partido Nacional Revolucionario (PNR)*. This party later became the *PRI*. He supported the Presidencies of Portes Gil, Ortiz Rubio and Abelardo Rodríguez.

6.
ABELARDO RODRÍGUEZ LUGÁN (1889-1967)

Rodríguez was born in Guaymas, Sonora. In 1913, he joined the Mexican Revolution. He was appointed Military Commander of Northern Baja California in 1923. In addition he served as Baja's Governor. He later served the government of Mexico as Secretary of War and the Navy, Secretary of Industry, Commerce, Work and War.

Upon the forced resignation of Ortiz Rubio, Rodríguez became President of Mexico. His presidency was one of transition between the Revolution of the Mexican people and a new wave of reform. While much land still stayed in the hands of the wealthy, by 1933, under Rodríguez' leadership, nineteen million acres had been distributed to 4000 villages.

Rodríguez was a wealthy banker and a gambling house owner. In 1943, he was elected Governor of Sonora. He founded the State University. He was the founder and president of Banco Mexicano and of Crédito Central Mexicano. In addition he founded many fishing and industrial enterprises.

José María Morelos y Pavón

7. JOSÉ MARÍA MORELOS (1765-1815)

Morelos was born in Valladolid, Michoacán. He was a *mestizo*, barely 5 feet tall. He suffered from malaria and constant headaches. Until he was 25 years old he worked as a laborer on a *hacienda*. He almost starved to death as a student at the College of San Nicolas. Until the outbreak of the War for Independence in 1810, he served as the priest of Caracuaro in Michoacán.

Morelos was sent to war by Miguel Hidalgo with 25 soldiers and no weapons. Before the end of 1811, he had gathered and trained an army of 9000. He equipped them with guns captured from the Spaniards.

Through his victories, most of southern Mexico was won for the revolutionary forces. He enforced order, collected taxes and appointed local officials. Morelos met with leaders of the War for Independence at the Congress of Chilpancingo. He proposed that Mexico should be a Republic governed by the will of the people. He stood for racial equality, the removal of power from the army and the church, and the distribution of land to the poor. These ideas were not carried out at that time in Mexico's history, but became the program of reformers for the next 100 years.

In 1913, Morelos began to suffer military defeats. He lost the territory which had been won earlier by his army. Morelos was captured by one of his former lieutenants who supported the Spaniards. He was sent to the City of Mexico. The Viceroy ordered that he be taken outside of town and executed.

In 1821, Mexico gained its long sought independence from Spain. Morelos had played an important role in helping Mexico achieve its freedom.

8. EUSEBIO FRANCISCO KINO (1645-1711)

Kino was born in Segno, Italy. His parents sent him to the Jesuit College in Trent. Later he studied in several excellent European universities. He was interested in science and mathematics. He became a member of the Society of Jesus and hoped to become a missionary to China. However, he was sent instead to Mexico.

Once in Mexico he traveled to the northern part of the country. His first missionary territory was Baja California. His expedition built 3 ships on the Sinaloa River. They sailed to Baja where they were met by Indians. Father Kino's job was to become their friend--to learn their language, to give them food, to teach them the "civilized" way of life and to teach them about the Christian faith. Life was not easy: there were misunderstandings, bad weather and disease. However, Father Kino learned many things which helped him in his work.

Later he was sent to work among the Upper Pima Indians in Sonora. He founded many missions. His interest in science and mathematics helped him to explore and to draw maps. He was known as a kind person who helped, rather than used, the Indian people. He had enormous amounts of energy and inspired others to work hard with him. Like the legendary Johnny Appleseed, Kino sowed many seeds--seeds of faith, seeds of knowledge and seeds of plant life. In Sonora, and elsewhere, many of his seeds still bear fruit today.

(See "F - Father Kino" for more details.)

9. JESÚS GARCÍA CORONA (1881-1907)

(Statue located in Madero Park)

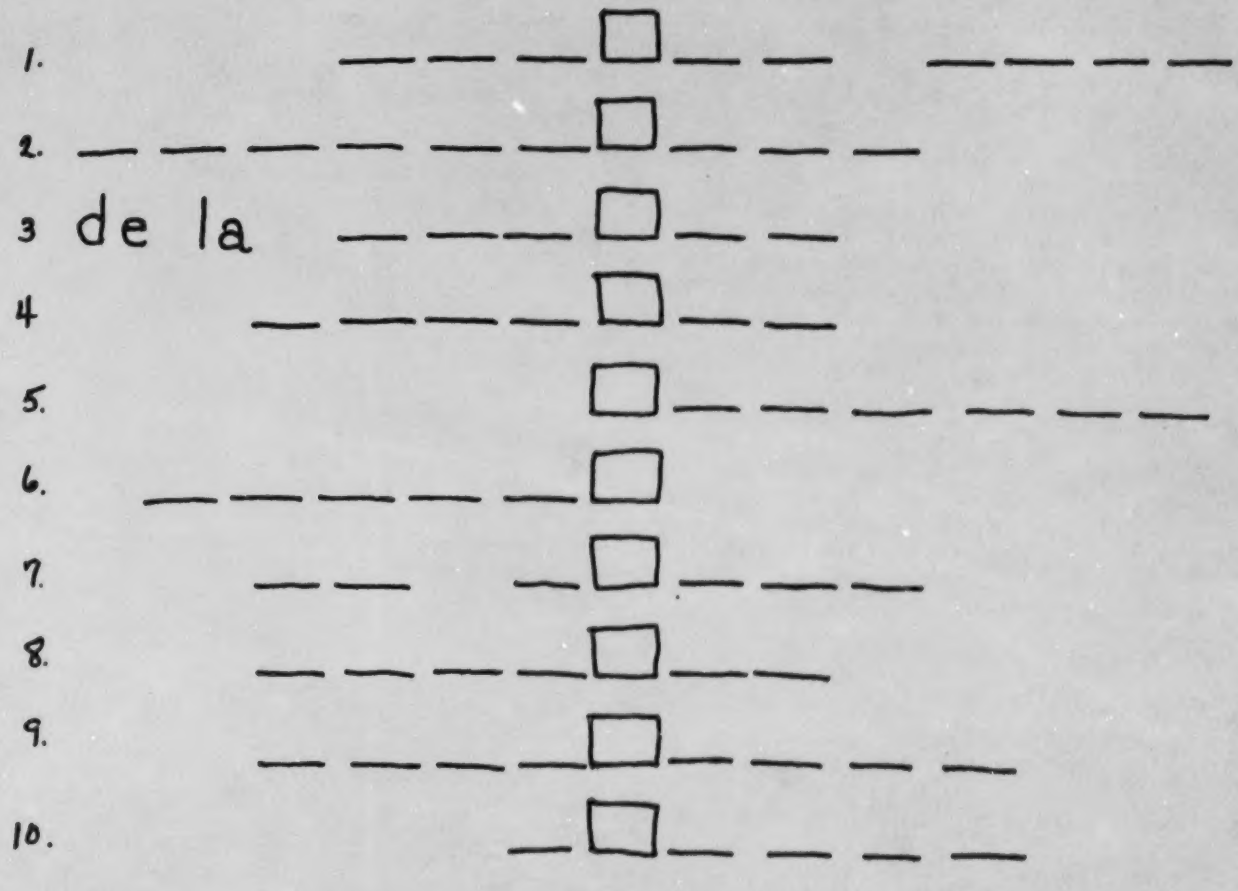
Jesus García was born in Hermosillo, Sonora. As a boy he was fascinated with trains. As soon as he was able he sought work with the railroad. He worked on the line between Nacozari and Pilare in eastern Sonora.

His hard work and sense of responsibility were rewarded. In 1904, he received a paid trip to St. Louis, Missouri, to attend the World's Fair.

In 1906 he demonstrated his bravery by stopping a runaway train of 17 cars whose brakes had failed. Then on November 7, 1907, in Nacozari, a box car of dry hay was set on fire. It was attached to two freight cars filled with 4 tons of dynamite. García saw the danger and jumped into an engine. He backed it up to the freight cars, hooked them on, and drove them outside of town. Shortly after passing the last row of houses, the cars exploded. Thirteen people, including Jesus García, were killed. But 5000 people were saved.

On December 2, 1981, Sonora celebrated 100 years since the birth of Jesús García--the Hero of Nacozari. He is admired throughout the world for his heroism--in such places as Cuba, Guatemala, England and Germany. The United States has given him the American Royal Cross of Honor and has declared him to be the "Hero of Humanity."

A CAPITAL IDEA



1. An early explorer who founded missions in Arizona and Sonora.
2. What people of Hermosillo are called (a nickname).
3. Former governor of Sonora and provisional President of Mexico.
4. Fishing town, located 60 miles south of Hermosillo.
5. Mexican president from Sonora, assassinated in 1928.
6. Sonoran general; elected president of Mexico in 1924.
7. Name of the early settlement, now known as Hermosillo.
8. A hero of the War of Independence (1810).
9. The man who founded the settlement, San Pedro del Pitic, in 1700.
10. The Mexican state which borders Arizona.

What word is spelled in the blanks? _____

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EMBLEM OF HERMOSILLO

HILL OF THE BELL
GOVERNMENT PALACE

UNIVERSITY OF SONORA

CATHEDRAL

ORANGES

WHEAT

THE SAN MIGUEL AND
SONORA RIVERS JOINING
AND FLOWING INTO THE
GULF OF CALIFORNIA

Indians OF SONORA

Before the arrival of the Spaniards in the 1500's, various peoples explored and lived in the area now known as northwestern Mexico and Arizona in the U.S. With central Sonora as the heart it was bordered by:

South: the Río Mocorito in Sinaloa
East: the Sierra Madre Mountains
West: the Gulf of California
North: the Gila River (in present Arizona)

Language has been the main characteristic used for identifying these different groups. In Sonora we find four families:

	Language	People	Area
1.	Pima	Pima Alto	From the Gila River south--almost to Kino Bay.
		Pima Bajo	Eastern and southern Sonora.
		Papago	Southern Arizona and along the Altar River in Sonora.
2.	Opata	Opata	Northeastern portion of Sonora--along the San Miguel, Upper Yaqui, Bavispe and Sonora Rivers.
3.	Cáhita	Yaqui	Along the Yaqui River, and near Guaymas, Cuidad Obregón and Hermosillo.
		Mayo	Along the Mayo River.
4.	Seri	Seri	Before the arrival of the Spaniards, they ranged along the Sonoran coast south to Guaymas, Tiburón Island and Baja California. Now: Desemboque del Seri south to Kino Bay.

For the most part these groups lived along the rivers, fishing and farming. Before the arrival of the Spaniards their crops were corn, beans, greens and squash. The Seris, however, never farmed. They gathered edible foods from the land and fished from the sea.

Those groups found in the lowlands--the Pimas, Papagos, Mayos, Opatas and Yaquis--were greatly influenced by the arrival of the Spaniards. This can be seen today in their food, music, religious beliefs, dances and other practices. The fishing and gathering groups along the coast managed to stay more independent. Their modern day life-style shows much less evidence of the 250 years of Spanish rule.

APACHE AND WARIHIO

Two additional groups should be mentioned. Sometime after 1650, and into the 19th century the Apaches (language--Athapascan) roamed broadly over the entire Sonora and Arizona region. Many are now concentrated on reservations in Arizona. The Warihio territory included a portion of southern Sonora--extending eastward into the state of Chihuahua. Their language is a form of Cáhita and Opata.

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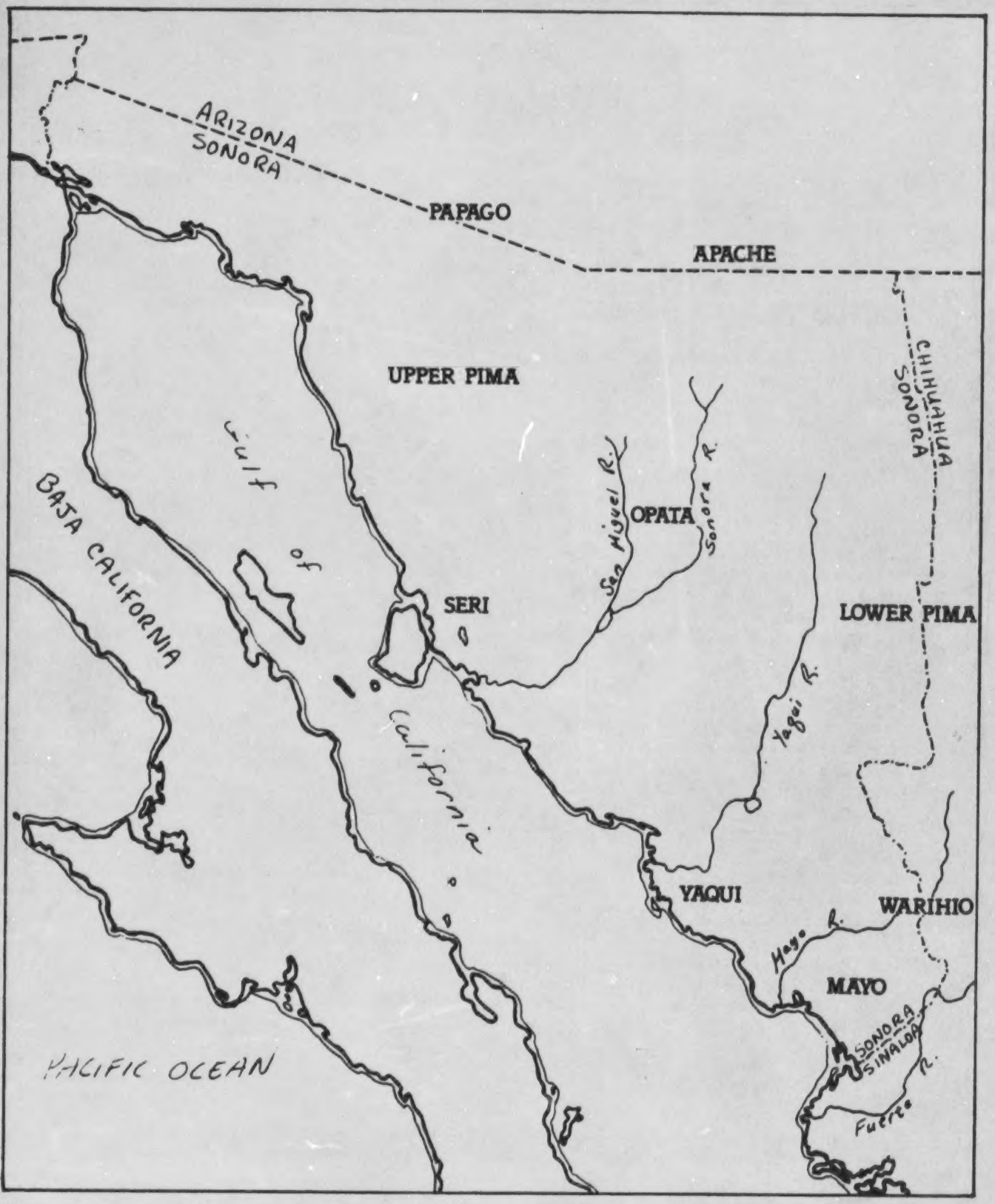
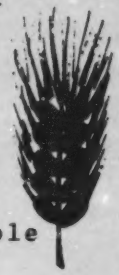


AREAS OF CONCENTRATION OF INDIANS OF SONORA

UPPER PIMA

WHERE THEY LIVE. Prior to the arrival of the Spaniards the Upper Pimas farmed the valleys of the San Pedro, Santa Cruz, Magdalena and San Miguel Rivers. They also lived in the Casa Grande area of the Gila River in Arizona. At that time their crops included corn, squash, beans and cotton. A small number of Pimas lived nearer the coast. Father Kino reported that they survived on roots and wild fruits, shellfish, worms, lizards and other animals. They also hunted wild sheep and deer with bows and arrows. Today no Indians live in this arid, unfriendly land. Chiefs were chosen where there were large gatherings of people. They were selected and named for special qualities: Legs, Eyes, Keeper of the Smoke, etc. There were leaders for games, war, hunting and song.

HISTORICAL SKETCH. The Spaniards identified three major groups of people in eastern and northern Sonora and southern Arizona. We still know them by the Spaniards' names: Upper Pima, Lower Pima and Papago. It was a long time, however, before these people thought of themselves in that way. In pre-Spanish times they were scattered groups of people who were identified by their dialect.



In the area of present day Imuris the Spaniards found "a very populous nation." This nation's territory extended to the north and west. The Spaniards named these northern people and their land Upper Pima (*Pima Alta*). In 1687 Father Eusebio Francisco Kino arrived in the Upper Pima land. He founded several missions at settlements along the streams. The people there were usually permanent residents of a particular town. They worked well together in order to survive in the harsh desert land. The Spaniards brought them citrus trees, melons, wheat and many other fruits and vegetables which are still raised today.

The Pima resistance to the Spaniards was peaceful compared with that of the Yaquis, Seris and Apaches. Nevertheless, there were major conflicts in which people were killed before the middle of the 1800's.

MODERN SITUATION. Today the Upper Pimas live in towns and *rancherias* in the river areas of Sonora and Arizona. They wear modern dress and take advantage of modern Mexican and American life. Their art is seen primarily in a variety of useful, decorated baskets.

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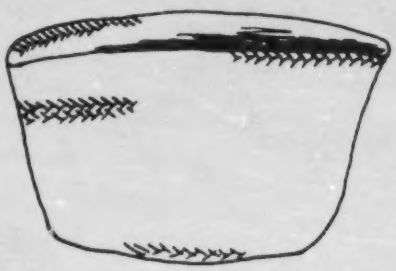
LOWER PIMA

WHERE THEY LIVE. When the Spaniards arrived, the Lower Pima peoples lived in scattered groups. They could be found along the Yaqui and Matape Rivers and eastward into the state of Chihuahua. In the early 1930's the Lower Pimas were believed to be dying out. However, in 1956, anthropologist Thomas B. Hinton (deceased 1975) found 125 Lower Pimas living at Onavas in Sonora. Eight still spoke their native language. Across the border in Chihuahua there live today between 2000 and 3000 Lower Pimas. Many of them speak their native tongue.

HISTORICAL SKETCH. What if someone, in a foreign language, asked you your name? And you, not knowing what they meant, answered, "I don't know." Then after that the strange people always called you: "I don't know." Well, that is probably what happened to the Pima Indians when the Spaniards came.

As early as 1539 Marcos de Niza traveled through northern Sonora. In 1645 missionaries arrived in the same area. They met a large number of Indians who spoke a language the Spaniards called, "Piman." They probably had misunderstood the Pima "*pin maach*," which means, "I don't know." The Spaniards called the southern group of these people *Pima Bajo* (Lower Pima). The word these people and those farther north used for themselves was *O'odham*. They were generally peaceful farmers.

CRAFTS. The arts of the Lower Pima include weaving, basket and pottery making. Some men make violins. One type of basket they make is called a *guari*. Some large *guaris* are used by the Pimas in agricultural work--much as we would use bushel baskets. Smaller baskets used around the house contain sewing supplies, seeds, etc.



Braided palm leaf *guari*

In earlier times weaving was done on a flat loom set on four short posts--similar to those used by the Mayo tribe. Now little weaving is done by the Lower Pima. Most that does occur takes place in Chihuahua on looms similar to those of the Tarahumara.

MODERN SITUATION. Today the Lower Pimas live in adobe homes in villages and *rancherías* in eastern Sonora. They farm and raise cattle for a living. Most of them speak Spanish and profess the Catholic faith. Lower Pimas join with many other groups on both sides of the border to visit the statue of St. Francis in Magdalena each fall to ask for good health.

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PAPAGO

WHERE THEY LIVE. The Papago land is in the center of the *Pimería Alta* (Upper Pima land). The Spaniards found them scattered in villages and *rancherías*. Today a few still live in Sonora. In Arizona their reservation is the second largest in the United States.

HISTORICAL SKETCH. Spanish exploration and missionary work was carried out in Papago land in the 17th and 18th centuries. Probably the first person to use the word "Papago" was the Spanish missionary, Father Luis Velarde. He spoke of the "Papabotas"--the Pima bean eaters. "Papabotas," or "Papago," came to be the name of one group of the *O'odham*. Other sources suggest that the name came from the Spanish word *papagayo*. This means parrot or chatterbox.

In 1821 Mexico gained its independence from Spain. About ten years later the government of Sonora created two offices for each Indian settlement in the *Pimería Alta*. The first was a tribal judge who also settled land disputes. The second enforced law and order--a constable. During the next few years Mexicans began to move into Papago territory. They wanted land to farm and to graze their cattle; they wanted to mine for silver and gold. The Papagos became angry. In May, 1840, the situation came to a head. More than a hundred Papagos fought a battle with the Mexicans south of Sonoyta. Their war continued for three years. The 1843 entry on a Papago calendar stick says, "The peace was permanent." For the most part is was.

In 1853 Mexico and the United States agreed to the Gadsden Purchase. This agreement cut the Papago lands in half. One part belongs to Mexico and the other to the United States.

RELIGION. Today many Papagos profess the Catholic faith. Some also participate in other religious ceremonies. For example, one Papago ceremony that is held every summer at Quitovac is called Wi:gita. It is a prayer for rain, good crops, lush desert growth, health and long life. Dancers wear deerskin masks, bright colored sashes, feathers, robes and deerskin girdles with hanging bells and shells. The ceremony starts after sundown, lasts all night and throughout the next day. Finally, the men all drink heavily of the sahuaro fruit wine. Drinking the wine, vomiting it onto the ground, then drinking again is an important part of the process of tying the Papago to the sky and to the land.

LIVELIHOOD. Long ago Papagos lived on deer, mountain sheep, doves, quail, rabbits and other rodents. Also fruits, seeds, roots, stems and leaves of many desert plants were gathered and eaten. The most important of these came from the sahuaro cactus, a plant still in use today. It has been estimated that in the 1920's and 30's the Papagos in Sonora and Arizona harvested about 450,000 pounds of sahuaro fruit per year. The sahuaro was eaten, dried in cakes, dried and ground into meal or made into syrup and jam. Most was made into sahuaro wine called *nawait*. What necessities the Papagos couldn't provide for themselves they traded for with the Pimas--and later with the Spaniards and the Mexicans.

MODERN SITUATION. Today a few hundred Papagos remain in northern Sonora. It appears that many have left their valuable farming land. Perhaps they have moved into the towns of Sonora--or even into Arizona.

In 1980, a boarding school for Papagos opened at the Sonora town of Quitovac. A Papago teacher instructs students in the Papago language since all children now speak Spanish.

Useful Papago baskets are much in demand by collectors of Indian art.

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OPATA

WHERE THEY LIVE. Hermosillo was built near the confluence (coming together) of two rivers: the Sonora and the San Miguel. These rivers flow south out of the hills northeast of Hermosillo. Shortly after joining, they empty into the Gulf of California at Kino Bay.

For hundred of years people have farmed in the narrow valleys along these rivers. Spaniards found people there in the early 1600's spending a peaceful life. These people are known as Opata Indians.

HISTORICAL SKETCH. The Spaniards attempted to organize Indian peoples into groups. They were quite successful with the Opata. Perhaps this was because the Opata were already living together in towns. Many missions were established along the rivers during the period of Spanish conquest.

Jesuit missionaries brought winter crops such as cabbage and broccoli. In addition, they introduced metal plows, horses, burros and oxen to the Opata. As with the other Indian groups, they also brought disease. Opata people suffered particularly from measles and smallpox. In writing of the Opata the Spaniards recognized their positive life-style: little witchcraft, no stealing from one another, or drinking. With few exceptions they were, and still are, a cooperative people.

LIVELIHOOD. Until a few years ago just about all of the people farmed as their families before them have for centuries. The land is dry; rainfall is scarce. In some places the San Miguel River is barely a trickle. Living together in small towns the Opata *mestizo* people share the little water. One technique is to plant willow and cottonwood trees along the river. The young trees form a "fencerow." Brush gathers in between, trapping rich soil during floods. This soil is used for fertilizer for their corn, squash and beans. For the most part, life for these people is simple, peaceful and predictable.

MODERN SITUATION. Today at least 15% of the people along the rivers come from Opata ancestry. However, it is almost impossible to find anyone who claims to be pure Opata. Over the years they have intermarried with Spaniards and other visitors. Nevertheless, a number of the people speak a few words for places and plants in the Opata language (also called Eudeve).

Opata *mestizo* people dress like the majority of Mexicans. Men wear levis, cowboy or plain cotton shirts, cowboy hats and boots - much the same as any southwestern U.S. farmer or cattleman. Women dress in modern, though simple, clothes to fit the occasion.

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YAQUI

WHERE THEY LIVE. Today the Yaquis live along the Yaqui River. It runs from north to south in the eastern portion of Sonora. Many can also be found in Guaymas, Bacum, Ciudad Obregón and Hermosillo. They form the largest Indian group in Sonora. Their population numbers around 25,000. In 1887 the Mexican army moved onto their land. Many Yaquis moved to Arizona. Five or six thousand now live in four Arizona communities--three in Tucson and one near Phoenix at the town of Guadalupe.

HISTORICAL SKETCH. It is believed that the Yaquis were once part of Indian peoples traveling south toward the center of Mexico. Because food was scarce, the Yaquis broke from the main group and headed east. When they came upon a fertile river valley they decided to stop. They began to farm and to fish. Many years later, in 1536, Spaniards came upon that same river. There they found the Yaquis living in eight communities. Later, Spanish missionaries taught them Christian beliefs. However, the Yaquis fought vigorously to keep from being controlled by the Spaniards.

RELIGION. The Yaquis have developed religious practices which include some elements of Christianity. For example: at Eastertime in Hermosillo the Yaquis gather at the base of the Hill of the Bell. At the same time the ceremony they act out is taking place in other Yaqui communities in both Sonora and Arizona. It can be identified by the Yaqui *chapeyeka* mask. This is made of leather and often decorated with hair and paint. This makes the mask look like the head of an animal, a human or a supernatural creature. Wearing masks, the *chapeyekas'* job is to hunt down, capture and kill Christ. On Good Friday, Christ is crucified. On Saturday the masks are burned in a big fire along with a picture of Judas.

An important feature of special occasions such as weddings, saints' days and Holy Week celebrations is the *pascola* dancer. The *pascola* is the host of these ceremonial events. Sometimes the Yaqui deer dancer performs also. He dances holding a gourd rattle in each hand. The deer dancer has come to represent the Yaquis to the rest of the world. He dances in the *Ballet Folklórico de México*. He also occupies the central panel of the emblem of the State of Sonora.

CRAFTS. Yaqui crafts are seen chiefly in the objects needed for their religious activities. These include masks, rattles, flutes, drums and belts. The *chapeyeka* masks used in the Holy Week ceremonies are never sold to the public. Yaqui pottery is made, but is undecorated.

MODERN SITUATION. The greatest concentration of Yaquis is along the Yaqui River--to the east of its entry into the Gulf of California. They live in towns. Many of them farm for a living. The Yaqui language is spoken in many homes. The Yaqui towns have their own local government.

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MAYO

WHERE THEY LIVE. The group of Indians known as Mayo live in the southern part of Sonora. When the Spaniards arrived in this land the Mayo people were the largest group they met. About 25,000 lived along the Mayo River in Sonora. Another 25,000 lived along the Fuerte River to the south in the state of Sinaloa. Disease and fighting reduced this number to around 6000 in the late 1700's. Today about 60,000 Mayos live in more than twenty settlements along these rivers. A few also live near Alamos in Sonora.

HISTORICAL SKETCH. The first Spanish contacts with the Mayos took place in the 1530's. The Mayos were friendly and accepted these visitors. They requested Spanish missionaries and were supplied with them in 1614. The first Yaqui-Mayo revolt took place in 1740. Fighting began with the killing of a governor of one of the Mayo towns. During the revolt over a thousand Spaniards and 5000 Indians were killed. For the next 200 years there were disagreements about the way Mayo towns and people would be governed. The Mayos wished to control their own land.

The Mayos are known in Mexico as peaceful people. Nevertheless they have always been enemies of the Yaquis. An early record states that in the 1560's a Spanish expedition camped with some Yaquis and helped them in a battle with the Mayos. During the Mexican Revolution (1910) General Obregón of Sonora recruited many of the Mayos to fight in the war.

Following the Revolution the Mayos did not experience "new freedom." Their churches and statues were burned by *mestizos* (people of mixed Spanish and Indian blood). This was done as part of the government's anti-clerical (anti-church) movement. For the Mayos the church represents their Holy Mother. The sacred images are her children. Memory of this destruction is still fresh in their minds.

RELIGION. The presence of Spanish missionaries produced important changes in Mayo customs and beliefs. Like their relatives, the Yaquis, the Mayo Indians have deer dancers, *pascola* dancers, *matachín* dancers, flutist-drummers, harpists, violin makers and water drum and rasp players. They, too, perform ceremonies at Easter which focus on the crucifixion of Christ.

CRAFTS. Masks used by the Mayo are similar to those of the Yaqui. However, they have their own special characteristics. *Pascola* masks, for example are larger than those of the Yaqui. Hair comes from goats rather than horses. The eyebrows are long and flowing like the beard. Shapes of the parts of the face and painted decorations make them look broad. These masks are worn by dancers during weddings, saints'day celebrations, Easter and other fiestas.

Mayo Indians are well known for many of their arts. They create useful baskets, sashes, mats, blankets, pottery and furniture.

Wicker baskets are made for sale on the cash market. Items include hampers, fruit baskets, market baskets and cradles.

Wool blankets made by the Mayos are the most outstanding in northwestern Mexico. About fifty Mayo women know how to weave in the old way. Most of them live in Sonora. Twenty or so weave regularly using the traditional Mayo loom. Wool comes from sheep raised in the Mayo River area. Most of the sheep are owned by non-Indians. Mayos buy or trade for the wool.

Mayos are the only tribe in northwestern Mexico to make furniture for sale. Some Mayo men make squarish chairs called *sillas rústicas*. They can be seen in restaurants and homes. Small, sturdy stools covered with hide, called *taburetes* or *equípales*, have been made by the tribe for a very long time. It is believed that similar stools were seen by Spanish missionaries in the late 1600's.

MODERN SITUATION. Many Mayos have intermarried with non-Mayos. They have no strong tribal government of their own. Nevertheless, the Mayos are developing a strong sense of who they are through their religion, their crafts and the continued use of their own language.

50 60

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SERI

WHERE THEY LIVE. At one time thousands of Seris roamed the countryside. They lived along the west coast of Sonora, Tiburón Island and Baja California. In the 1940's there were barely 100 left. Now numbering almost 500, the group still lives along the Sonoran coast, between Desemboque and Kino Bay.

HISTORICAL SKETCH. The earliest recorded contact with coastal Indians was in 1662. A battle took place between a party of Spaniards and 200 or 300 people believed now to be Seris. All Indian men and women were killed and the children were sent to mission towns along the San Miguel River.

In 1685, Father Kino visited the coast near Tiburón Island. Upon his return to Mexico City he asked to be sent to the Seris as a missionary. Instead he was told to go to the Upper Pima land. Later the German Jesuit Father Adam Gilg was sent to work among the Seris. By 1748, fewer than one third had accepted mission life.

Over many years the contact with Spaniards was generally hostile. The Seris adopted little from the Spaniards besides their tools.

CRAFTS. The Seris are best known by two forms of art: their baskets and their ironwood carvings. Nearly all baskets are coiled. Made from the *torote* plant, they are valued for their stiffness. Strips are dyed black and reddish brown and used to make designs.

In 1961, Alexander Russell, a Tucson resident, was given a formed and shaped piece of ironwood by the Seri, Jose Astorga. He told Russell to use it as a paper weight. A short time later Astorga made a bowl and some spoons. Later he copied a Scandinavian barrette. Then he made a sea turtle, water birds, dogs, sea shells and many other items from his own surroundings. Astorga will tell you that he learned to make the carvings when he took a trip to the moon. Now over half the Seri people carve figures from this hard wood.

LIVELIHOOD. In the past Seris lived by hunting, fishing and gathering from the land. Their food included deer, rabbits, fish, turtles, cactus fruits, greens and seaweed seeds. Today the sale of baskets and ironwood carvings provides them with their main source of income. Tourists can buy directly from the Seris. Baskets and carvings are also for sale in the hotels and shops in Hermosillo, Tucson and Phoenix.

DRESS. Seri men wear levis and cowboy shirts. Women wear long gathered skirts and blouses.

MODERN SITUATION. During the 1950's and 60's people from Mexico and the United States took an interest in the small group of Seris. Food, medicine and clothing were taken to them by the government, church groups and individuals. A school was built for the children. In 1975 they were again permitted to visit Tiburón Island (where the government now conducts research). Today they are a close group of people. Contact with Mexicans and Americans takes place as they sell their wares. Some Mexicans have moved into their territory and also make ironwood carvings for sale.

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APACHE

WHERE THEY LIVE. About 1800 the Apaches roamed from the Colorado River on the west across a wide strip through Arizona, Sonora, New Mexico and Texas. They were made up of eleven tribes.

HISTORICAL SKETCH. The earliest expeditions of Spaniards did not make contact with the Apaches. Coronado reported that their territory in southeastern Arizona was without people. It was close to 1600 before Spaniards became aware of these roving groups of people whose language and customs were very different from other Indian groups in Sonora.

These tribes were named for captains or for their homeland. They lived on wild animals, such as buffalo, and corn, beans, spinach and wild fruits. They believed in one supreme being--YASTARISTANE--Captain of the Sky.

They were known to be warring groups of people. In Sonora they often fought with Pimas, Papagos and Opatas. The presence of the Spaniards seems to have increased their desire to attack. They wanted to supply their shifting camps with horses, cattle, food, grain and other supplies owned by the settled people. They were not especially interested in killing. They seemed to want the settlements to survive in order to provide them with goods. They avoided battles with Spanish forces and did not join with other tribes. Nor did they have any tribal organization.

By 1820 trappers and traders had come to the southwest from the northeast. The arrival of Anglos threatened the roaming life style of the Apaches. In the United States Apaches were eventually placed in reservations. They were forced to give up their old way of life.

MODERN SITUATION. Today several groups live on reservations in Arizona. They are involved in such businesses as lumbering, cattle raising and skiing. Also, many Apaches live off reservations in both Mexico and the United States. In Arizona Apaches have well developed systems of self-government, with tribal councils and chiefs at the head.

Most Apaches today dress like other Mexicans or people of the United States. Some older women, however, wear long gathered skirts and "peasant" blouses--clothes they adopted during the period of Spanish conquest.

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WARIHIO

WHERE THEY LIVE. When the Spaniards arrived in northern Mexico the Warihios lived in the upper part of the Chínipas River in the state of Chihuahua. It appears that wars with the Chínipas tribe drove some Warihios into Sonora. Today the tribe is formed of about 150 families who total 2,000 people. Most of them still live in Chihuahua. Those in Sonora live along the Mayo River and the Guajaray Arroyo in southeastern Sonora.

LIVELIHOOD. Warihio land consists mainly of canyons, cliffs, arroyos and steep, stony slopes. They subsist by raising corn, squash, onions and chile. Sometimes they hunt wild animals and gather native plants. A few raise pigs, goats and chickens. Recently the government (state and federal cooperatively) has given the Warihios 20,000 *hectares* of grazing land along with three hundred twenty head of cattle. A collective system has been set up to manage the cattle project.

CRAFTS. Warihio crafts include baskets, hats, blankets, sashes, violins, harps, stools, pottery and ceremonial belts and rattles. Blankets are made in Chihuahua where the weather is cooler. They are made on looms similar to those used by the Mayo. Shades of naturally brown and black wool are used to weave simple designs.

Violins and harps stand out as their finest crafts. These instruments are made of wood. The joints are glued together with the sticky juice from an orchid called *kiki*. The orchid is peeled, then rubbed directly on the wood. Violin bows are made from a branch from a hardwood tree and strung with horsehair.

RELIGION. Warihios celebrate several fiestas during the year. Religious events show evidence of Christian influence. At most fiestas the *pascola* dancer performs. He wears no mask, but does wear a *coyole* belt decorated with hanging bells. Cocoon rattles wrape around his lower legs. He uses a tambourine-like rattle called a *senasum*. He dances while other tribal members play violins and harps.

MODERN SITUATION. Warihios are of medium stature. Their most populated towns have a chief or governor. In 1977 the federal government set up a branch of the National Native Institute for Warihios. It is located in San Bernardo in the *municipio* of Alamos. Most Warihios speak some Spanish.

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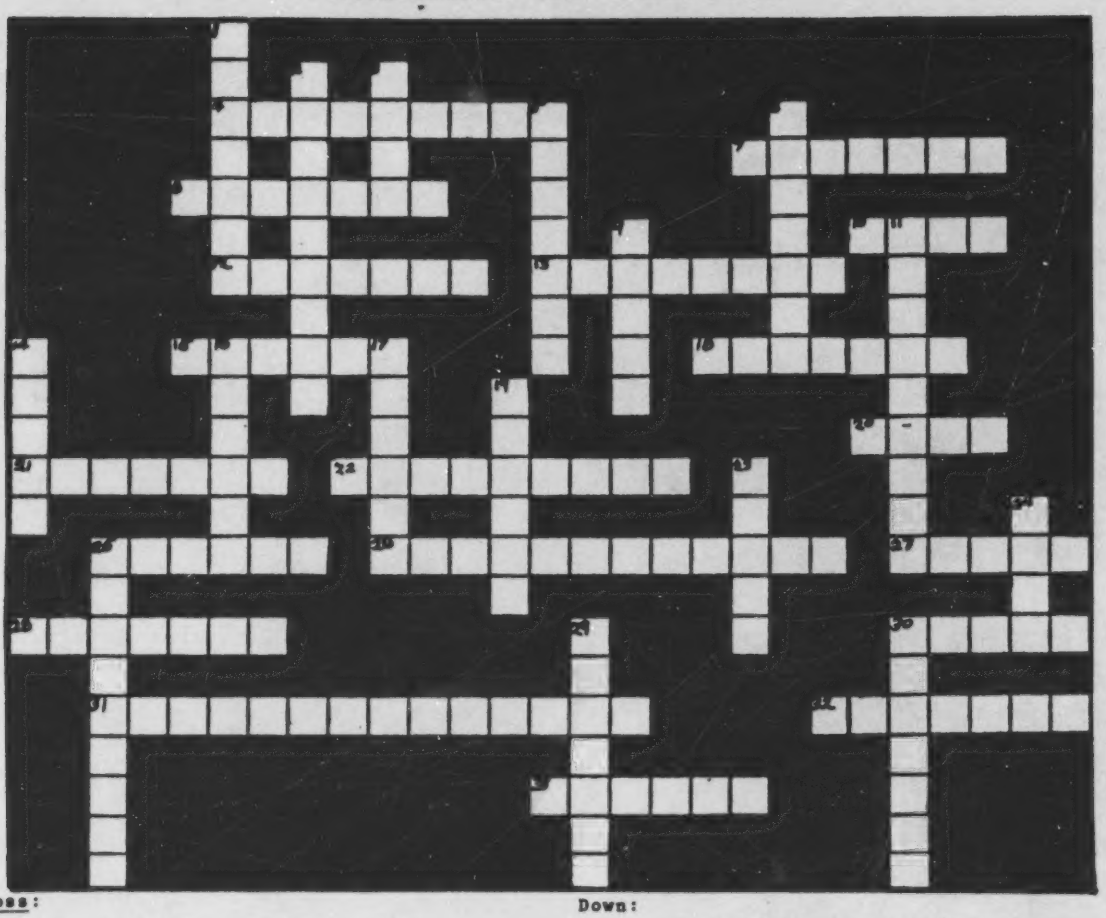
INDIANS OF SONORA



Across:

4. people who arrived in Mexico in the 1500's
7. name of land purchase which defined the Arizona-Sonora border
8. state to the south of Sonora
10. famous Yaqui dancer
12. name the Pimas use for themselves
13. disease brought from Europe by the Spaniards which killed many Indians
15. wine made from sahuaro fruit
18. Catholic saint prayed to for good health
20. Indians who make furniture for sale
21. island off the coast near Kino Bay
22. cluster of homes in the country
25. belt worn by Warihio pascola dancer
26. Apache supreme being
27. makers of hard wood carvings
28. a particular form of a language
30. important grain introduced by the Spanish
31. person who studies ancient peoples
32. general of the Mexican Revolution

Down:

1. persons who are part Indian, part Spaniard
2. Pima bean eaters -- Papagos
3. missionary to the Upper Pimas in the late 1600's
5. Warihio tambourine-like rattle
6. dancer who serves as host at ceremonial events
9. deer dancer represents this tribe
11. stools made by the Warihios
14. no pure-bloods left in this tribe
16. gully, stream bed
17. agreement between countries
19. language of the Yaquis and Mayos
23. basket made by the Lower Pimas
24. tribe of Arizona and Sonora
25. masks used in Yaqui and Mayo Holy Week ceremonies
29. a Spanish church in Sonora
30. violins and harps are the finest crafts of this tribe
33. instrument made by Warihios

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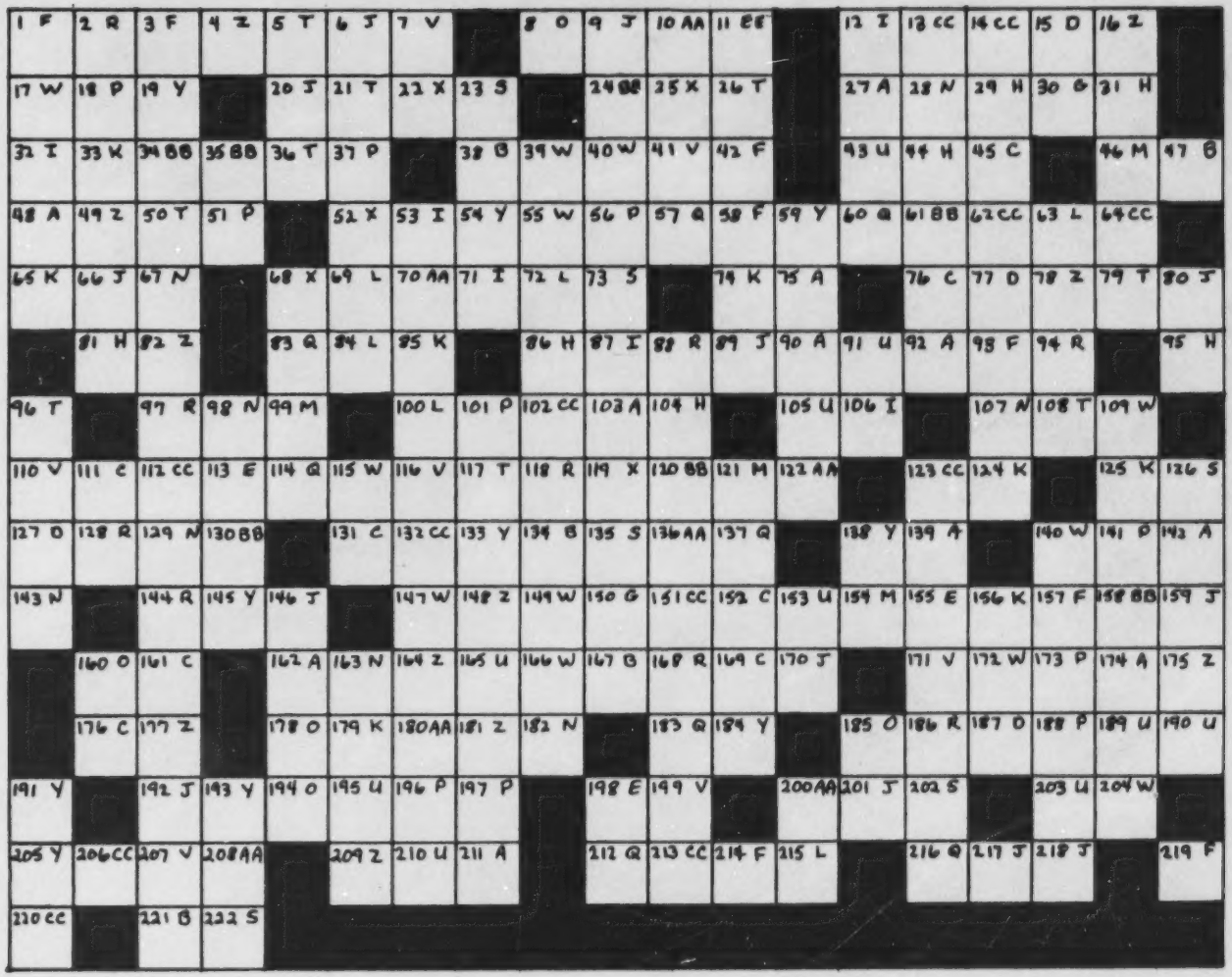
KINSHIP



DIRECTIONS:

When you have solved this puzzle you will be able to read a short paragraph. It is from a new book about a group of Indians who live in Sonora and Arizona. This puzzle is not as hard as it looks. If you can answer only a few of the words correctly, you are on your way to the solution.

In the upper right hand corner of each box there is a letter which tells you where you will find the letter which belongs in that box. For example, if the letter in the corner is "Q," then the letter for that space is in the "Q" word on the following page.

In the upper left hand corner is the number of the letter from that word.

The dark squares are the spaces between the words. There are no periods--sentences run together. When there is no black box at the end of a row, the word carries over to the next row.

Look at the "Words" on the opposite page. When you are finished, write out the first letter of each word in the space at the bottom of the opposite page. This will give you the name of the author

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and the title of the book. The answer key to the whole paragraph is in the back of this book.

Find a few words and place the letters in the puzzle. Soon you will see words and phrases in the puzzle. For example, if you have [t][ ][e] you know the middle letter will be "h." Fill it in and place it in the proper "word." Then you work back and forth.

CLUES	WORDS
A. Social unity	103 174 92 48 27 142 75
B. Skin disease; minor constellation in the southern sky	90 162 139 211
	167 47 134 221 38
C. *Amigos* (in English)	161 45 176 169 111 131 152
D. Exclamation of pain	77 15 187 127
E. Opposite of old	155 113 198
F. Pastry dish made from cow's stomach lining (2 words)	58 93 157 3 42
	1 219 214
G. Wonder, reverence	30 76 150
H. First lunar stage (2 words)	31 104 81 29 44 95 86
I. Not present	12 32 106 87 53 71
J. *Naranjeros* (in English)(2 wds.)	6 201 9 20 89 218
	159 217 66 192 80 146 170
K. What you get with food stamps in the U.S. (two words)	124 179 33 85
	65 125 74 156
L. The ability to do work;	72 63 69 84 100 215
M. Truly, yes	154 46 99 121
N. Time for heavy traffic (2 wds)	129 163 143 182
	98 107 28 67
O. Mexican sandwiches	178 185 8 160 194

CLUES	WORDS
P. The capital of Sonora	18 173 56 197 196 37 188
	101 51 141
Q. Craftspeople	83 114 212 183 57 216 60 137
R. Person who lives where born (two words)	118 2 97 88 168 128
	94 144 186
S. Dry, arid land	23 202 222 135 73 126
T. Tongues	26 50 96 36 108 117 5
	21 79
U. Cradle boards, cribs (2 wds.)	203 190 43 105 210 153
	91 189 195 165
V. Money holder; garnishee	171 41 110 7 116 199 207
W. Black clouds	17 39 147 204 149 55 109
	172 166 40 140 115
X. Car oiled (slang), lubricated	25 52 68 22 119
Y. Student (in Spanish)	19 138 191 145 54 193 59
	184 205 133
Z. A place to eat (in Spanish)	164 175 177 181 209 49 78
	4 148 16 82
AA. Verbal disagreement	200 10 122 180 208 11 136 70
BB. Native peoples in Sonora and Arizona	34 158 61 120 24 35 130
CC. Where you live	220 132 62 64 213 13 123
	151 206 14 102 112

Fill in the first letter from each "word."

AUTHOR:

__ __ __ __ __ __ __ __ __ :
A B C D E F G H I

TITLE:

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
J K L M N O P Q R S T U V W X Y Z AA BB CC

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Jobs IN INTERNATIONAL AFFAIRS

LEARNING CENTER

SUMMARY: Students will work in small groups to learn about specific jobs in international life. They will also work independently to learn about a job of their own choice.

MATERIALS: Literature from the Arizona Department of Economic Security (Job Information Service), books about jobs, Dictionary of Occupational Titles, pencils, construction paper, glue.

TEACHER: Make copies and mount Career Cluster sheets, and copy, cut and mount sample jobs.

CENTER DIRECTIONS

JOBS IN INTERNATIONAL AFFAIRS

DIRECTIONS:

CAREER CLUSTERS (GROUP ACTIVITY):

1. In groups of two or three persons, select one of the fourteen jobs displayed.

2. Plan together to conduct as many of the activities on the card as possible. Or decide on alternative activities.

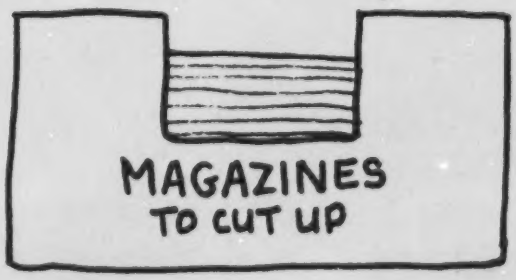
3. Contract with your teacher for the activities chosen (so that you and the teacher know exactly what your group plans to do), and for the time they will be presented to the entire class.

CAREER EXPLORATION (INDIVIDUAL ACTIVITY):

1. Choose a career of interest to you. It can be one of the fourteen jobs displayed. Or it can come from the Career Cluster list. Or it can be another job you know about, or one you locate in the Dictionary of Occupational Titles.

2. Make an 11" x 17" collage from magazines and/or newspapers about your career choice. Include several want ads for positions now open in this field. Display your collage.

3. Complete the outline on the following page using reference books, audio-visual materials, interviews, or high school or community college Career Center resources.



PROSPECTOR

The PROSPECTOR explores the land looking for deposits of valuable minerals. In Arizona and Sonora PROSPECTORS have found ore containing copper, gold, silver, uranium, mercury and other useful products. The PROSPECTOR uses maps, surveys, reports and a knowledge of rocks and minerals to help find likely places to look. The PROSPECTOR tests rock samples with heat, acid or a magnifying glass. Claims to the ore can be made according to federal and state law. The PROSPECTOR may "work" an area of mineral deposits. In order to raise money to do this, the PROSPECTOR may sell interests in the claim.

ACTIVITIES:

1. Using a map of Sonora and Arizona, identify the important mining areas of these two states. Also identify the minerals mined from these areas.

2. Study the history of mining in Arizona and Sonora. Make a time line for the important events in each state.

3. Learn about Jesús García Corona, the Hero of Nacozari (see "H - Heroes). Share what you learn with your class. Be sure to tell how his life tied into the Mexican Revolution.

4. Visit an Arizona mine (perhaps Bagdad, San Manuel, Jerome, Bisbee or Silverbell), the Arizona Mineral Museum at the Fairgrounds in Phoenix or the Arizona Historical Society Museum Mine Exhibit in Tucson. Write a report on your visit. Illustrate your work with drawings or photographs.

5. Make a crossword puzzle for your class using "Tools of the Prospector" or "Jobs in Mining" as your theme.

BUILDING CONTRACTOR

Have you noticed all the buildings being constructed in the area where you live: houses, restaurants, schools, offices? It takes many kinds of workers to complete a new building. The BUILDING CONTRACTOR organizes all the work and arranges for it to be done. This person knows when the plumber should come, when the electrical wires should be put in, and when the city inspector should check the final work. In the southwest many new homes and buildings include products from Mexico. The BUILDING CONTRACTOR arranges for the delivery and installation of Mexican tile, lighting fixtures, doors, metalwork or other attractive products from south of the border. The BUILDING CONTRACTOR is responsible to the building owner for all the work done on the new building.

ACTIVITIES:

1. Locate a building under construction in your area. Visit it on a regular basis over a period of a month or two. On each visit log the changes you are able to see. (Be sure to find the BUILDING CONTRACTOR, tell this person about your project, and ask permission to visit the site regularly.)

2. Using magazines and newspapers, make a notebook of construction styles and materials that have been influenced by Mexico.

3. Design a southwestern house for you and your family. Use the telephone book to help you locate companies which can provide you with Mexican products such as lights, wrought iron, tile and doors.

PROGRAM DIRECTOR

What's your favorite TV program? What time is it on? The person who decides when to show your favorite program is the PROGRAM DIRECTOR. Do you ever watch Channel 33 in Phoenix? It's the channel which shows programs in Spanish. The Spanish network offices are located in New York City. They serve 166 UHF channels around the country, including Phoenix. The PROGRAM DIRECTOR works in San Antonio, Texas. This person selects programs from such places as Mexico City, Los Angeles, Puerto Rico, Brazil and Spain. They are transmitted by satellite to the local areas. The PROGRAM DIRECTOR also schedules the commercials. Channels which are part of a large network system, such as the Spanish network of NBC, ABC and CBS, have many of the programs scheduled from their main offices in places like New York.

ACTIVITIES:

1. Take a field trip to Channel 33* in Phoenix (call letters KTVW), or another TV station in your area. Interview the PROGRAM DIRECTOR. Use the Career Exploration sheet as a guide for asking questions.

   *They have a new studio under construction. Call 243-4371 to see if they're ready to receive visitors.

2. Make a crossword puzzle or a word search for your class using "Jobs in Television" or "Favorite TV Programs" for a theme.

3. Make a TV program schedule for a Saturday. Begin with 12 noon and run until 8 p.m. Use the newspaper's television guide or TV Guide to help you select the programs. Also identify the commercials you would show, and when they would be shown. How many minutes would you allow for commercials during each hour? Use the "Guidelines for TV Commercials" to help you schedule your day.

GUIDELINES FOR TV COMMERCIALS

The Federal Communications Commission issues rules the stations must follow for scheduling commercials. The rules for Prime Time (7-10 p.m.) are different from those of Non-Prime Time. For example, during Prime Time the PROGRAM DIRECTOR can only schedule 3 minutes of commercials during a 1/2 hour program (plus the station break on each 1/2 hour). During Non-Prime Time six minutes may be planned. The channel earns money by selling commercial time to customers. In addition they must schedule 15 Public Service Announcements (30 seconds each) per day at no charge. The cost for commercials that reach the whole country is very high. For example, a 30 second "spot" on the Super Bowl costs $345,000. Costs for local spots vary according to several factors: type of audience (children, men, women), popularity of the program, time of day, time of year. Following is a sample guide you can use for each 30 seconds:

8 a.m. to noon	$ 80 - $ 150	
noon to 7 p.m.	$ 80 - $ 200	($600 for sporting events)
7 p.m. - 10 p.m.	$1100 - $1600	
10 p.m. - midnight	$ 100 - $ 500	

You set the cost for each commercial based on the guide. Set your own rate for a 10 second spot. In order to meet your expenses and make a profit you need to earn $65,000 during this period of time.

TIME _____ to _____ (1/2 hour)

PROGRAM TITLE _____

Non-Prime-Time Commercials
Use the left column, or the right, depending on whether or not program is in Prime Time.

		Cost
Set 1	30 sec.	
	30 sec.	
	60 sec.	
Set 2	30 sec.	
	30 sec.	
	60 sec.	
Set 3	60 sec.	
	60 sec.	
Station Break:		
	30 sec.	
	30 sec.	
	10 sec.	
Station I.D.	3 sec.	
	Total	

Prime-Time Commercials

		Cost
Set 1	30 sec.	
	30 sec.	
Set 2	30 sec.	
	30 sec.	
Set 3	60 sec.	
(Use this...)		
Station Break: (on 1/2 hr.)		
	30 sec.	
Station I.D.	3 sec.	
(Or this...)		
Station Break: (on the hr.)		
	30 sec.	
	30 sec.	
Station I.D.	3 sec.	
	Total	

SUMMARY OF COMMERCIAL INCOME:

12:00 - 12:30	
12:30 - 1:00	
1:00 - 1:30	
1:30 - 2:00	
2:00 - 2:30	
2:30 - 3:00	
3:00 - 3:30	
3:30 - 4:00	
4:00 - 4:30	
4:30 - 5:00	
5:00 - 5:30	
5:30 - 6:00	
6:00 - 6:30	
6:30 - 7:00	
7:00 - 7:30	
7:30 - 8:00	
Total	(at least $65,000)

CONSUMER COMPLAINT CLERK

Everyone is a consumer. A consumer buys things--uses things. Sometimes the things we buy don't work--or maybe we were overcharged--or when our purchase arrived some of the pieces were missing. Then we want to complain. The person we complain to in the store is the CONSUMER COMPLAINT CLERK. This person listens to your problem, does some research to get more information and then does whatever can be done to make you happy. In Mexico, the government (in 1976) set up an agency to help consumers with their problems. If you aren't satisfied with the way the store handles your problem, you can get more help from the *Procuradoría Federal del Consumidor* (the Federal Consumer Aid Agency). In addition to the clerks, this agency hires investigators and attorneys to help consumers.

ACTIVITIES:

1. Write to the *Procuradoría Federal del Consumidor* in Hermosillo (Veracruz y Matamoros, Despacho 104, Hermosillo, Sonora). Ask for a copy of their magazine, *Don Consumidón*, and their newspaper, *Periódico del Consumidor*. Both are written in Spanish.

2. Call the Better Business Bureau in your town. Find out what to do if you have a consumer problem. (Have a specific problem in mind. Perhaps your parents can give you an example). Also, find out if there are any TV stations or newspapers in your town which have programs to help consumers.

3. Interview CONSUMER COMPLAINT CLERKS in several stores. Ask them to tell you about humorous experiences they have had. Use two or three of these as a basis for skits you prepare and present to your class.

GEOGRAPHER

Are you interested in how the earth was formed? Do you like to read about or see TV programs which give scientific explanations about our world? If so, maybe you'd like to be a GEOGRAPHER. This person studies about soils, plants, animals, climates and land forms. The GEOGRAPHER surveys certain parts of the earth to learn about how the land was formed and what changes are taking place. This person is concerned about the environment and about ecology (the relationship between people and the environment). The GEOGRAPHER often provides important information to people who make decisions about the use of the earth.

ACTIVITIES:

1. Some GEOGRAPHERS specialize in map-making. Visit a map store in your area and ask to see how maps are developed. In Phoenix you might visit the Arizona Map Shop at 1315 N. Central Avenue (258-9345).

2. The Sonoran Desert was formed by volcanic activity, continental drift, earthquakes and erosion. Study about the Desert and find out about the part played by these four forces. Make a map of the Desert showing the areas most affected by each one.

3. Study the geography of the Sonoran Desert today. Report on its soils, plants, animals, climates and land forms. How have plants, animals and people adapted to the extreme temperatures and low amounts of rainfall in most of the Sonoran region?

ARCHAEOLOGIST

We seem to be very curious about the people who lived long before us. The ARCHAEOLOGIST helps us know more about these people by studying ancient artifacts (pottery, jewelry, bones and so on). The ARCHAEOLOGIST also looks at what is left of old buildings (sometimes just the portions left underground). When efforts were being made to find the burial place of Father Kino, the archaeologist, Dr. William Wasley of the Arizona State Museum, helped to locate the foundations of the old chapel in which Father Kino was buried. The ARCHAEOLOGIST tries to establish the order of the development of cultures and writes about them so that we can know, also.

ACTIVITIES:

1. Study the stories of the discovery of Father Kino's grave (see the Bibliography under "K" for the names of books). Write your own report about the work of the archaeologists in this event.

2. Visit a museum which houses artifacts of an ancient culture. Write a report about a group of people you learn about. Good places to visit in the Phoenix area include Pueblo Grande, The Heard Museum, The Arizona Museum, The Arizona Historical Society, The Rosson House, The Silva House, The Museum at the State Capitol. (See the Bibliography for addresses.) Interesting groups to study: the Hohokam, the Anasazi.

3. Learn what you can about one of the ancient groups of people in Mexico: the Aztec. Report to your class about their religion, their lifestyle, their alphabet, their farming, and why they disappeared. See the Bibliography under "Q - Quetzalcóatl."

TOUR GUIDE

If you were visiting Mexico for the first time you might want someone to show you around. In Mexico you can find licensed TOUR GUIDES who are happy to take you on a tour. Along the way the TOUR GUIDE describes many points of interest. This person drives you in a limosine, bus or taxi. The TOUR GUIDE stops at places you would like to visit: famous buildings, art galleries, museums, battlefields, caves or churches. If you wish, the TOUR GUIDE will take you through the area and tell you about its history. If you don't speak Spanish, be sure to look for an English-speaking TOUR GUIDE.

ACTIVITIES:

1. Using the map of Hermosillo and the list of "What to Do and See in Hermosillo," plan a one-day tour of Hermosillo.

2. Plan a one day tour of your town which you could use to tell a visitor about your community. Include some places you know very well as well as some that you have never visited yourself.

3. Sometimes a TOUR GUIDE works permanently at one location. Interview a TOUR GUIDE at a place like a museum or public building. Find out what training the GUIDE had to have, how much pay the GUIDE receives, what he or she likes and dislikes about the job and what hours the GUIDE works.

ASSEMBLER

What's your favorite plaything? A bike? A TV game? The Rubik's Cube? Chances are it has several parts. A person who puts things together in the manufacturing process is called an ASSEMBLER. Since 1966 a cooperative program of manufacturing has developed between Arizona and Sonora. It is known as the *maquila* industry. In many cases there exists twin plants, one on the Mexican side of the border and another on the American side. Each plant does a part of the manufacturing job. Many Mexican people in Sonora work as ASSEMBLERS. They put the parts together for such items as electronic equipment, wood and metal furniture, clothing and shoes. This growing industry includes 80 plants and employs more than 18,000 people. Many of these workers are ASSEMBLERS. The minimum wage in Sonora runs from $5.50 to $7.50 per day.

ACTIVITIES:

1. Visit a plant in your area which manufactures a product. Identify the steps in the manufacturing process. Look in the telephone book yellow pages under "Assembly and Fabricating Service" for ideas of places to visit. In Tucson, the Stewart Boot Company welcomes groups of students. They manufacture hand-made boots using an assembly-line system. Each worker performs a certain job--cutting, sewing, tooling, polishing, etc.

2. Interview a person who works on an assembly line. Questions to ask:

   - Where do they get their materials?
   - How do the workers get their training?
   - What do they pride themselves on? Speed? Quality?
   - Do they concentrate on one job or switch off?
   - How do the workers feel about the repetitive nature of assembly line work?

3. Set up an assembly line for your class. Identify a product which takes 4 or 5 steps to produce. A person could go through the line performing all steps one after another. Or, a separate person could be identified for each step. How about making tacos? Provide a station for each ingredient: (1) Meat (2) Cheese (3) Lettuce (4) Tomatoes (5) Hot Sauce and (6) Waxed Paper to wrap it up.

MARINE BIOLOGIST

It's hard to find a MARINE BIOLOGIST in Arizona. That's not true in Sonora, however, for the ocean is an important part of Sonoran life. In Guaymas, for example, you can visit the *Technológio Marino de Guaymas* (Marine Institute). There the MARINE BIOLOGISTS study plants and animals living in the ocean--worms, plankton, mussels, snails and many other forms of life. Some MARINE BIOLOGISTS specialize in breeding and raising life from the ocean as sources of food: shrimp, lobsters, clams, oysters or many varieties of fish.

ACTIVITIES:

1. Find a fish store in your area which has salt water tanks. Find out the percentage of salt in the water. Also, find out what kinds of plants and animals (fish, snails, etc.) are able to live there.

2. Design a word search or crossword puzzle for your class using "Products from the Gulf of California" as a title. Some of these are: shrimp, octopus, turtle, red snapper, tuna, sole, shark, lobsters, clams, oysters and mussels. Can you name some others? You should be able to find information in the public library under "Guaymas," "Fishing in the Gulf of California," or "Ocean Farming."

3. Ocean farming offers possibilities for solving food shortage problems around the world. Find out about new developments in ocean farming. Share your findings with your class.

IMPORTER

In order to bring large quantities of any product into the United States from another country, special arrangements need to be made. The person who knows how to make these arrangements is known as an IMPORTER. Such arrangements include (1) purchasing the product in the foreign country, (2) moving the product through customs, including paying taxes according to state and federal laws and (3) selling the product to buyers in the United States. The IMPORTER may need to be fluent in the language of the country with which the business is being conducted.

ACTIVITIES:

1. Visit a retail store that specializes in imported products (such as Tang's Imports or Cost Plus). Identify the countries whose products are for sale. Talk to the store manager about the process for getting the products from their homeland to the store.

2. Invite someone to talk to your class about the *maquiladora* program between Sonora and Arizona. In this program goods are partially built in Sonora and finished in the United States. You can contact people in the International Department of your local bank or write to the U.S.-Mexico Business Information Service, P.O. Box 804, Nogales, AZ 85621.

3. Identify the items in your home which have come from outside the United States. Make a list which shows the item and where it came from. For example:

Datsun Station Wagon	Japan
Rubik's Cube	Germany
Lego	Sweden

INTERPRETER

The INTERPRETER works in any situation in which people who speak different languages are trying to talk with one another. They could be trying to carry on some business. One person could be teaching another. A person could be buying a ticket at an airport in a foreign country. In each case, an INTERPRETER would help the people understand one another. Sometimes an INTERPRETER is hired to do a specific job, such as restating the words to a speech being delivered by a foreign visitor. Other times, such as at a ticket counter, a person may volunteer to be an INTERPRETER in order to be helpful.

ACTIVITIES:

1. Check the want-ads of your daily paper over a period of time (one or two weeks). Collect all the ads which require a person to be able to speak a foreign language.

2. Write to several colleges of your choice. Ask for a copy of their catalog. Identify the requirements to enter their foreign language program. And, identify the kinds of jobs available to people who have received university training in language. Also, find out where, besides a college or university, you can learn to speak a foreign language.

3. Invite a speaker who needs an interpreter to come to your class to talk with you. Arrange for an interpreter to be there also. The speaker could talk in another language--or could be deaf. Make arrangements ahead of time for the subject of the person's talk.

CUSTOMS INSPECTOR

Have you ever been into Mexico or Canada? When you returned to the United States you "went through Customs." The CUSTOMS INSPECTOR is responsible to see that you have not brought illegal items (contraband) into the country. When you are entering the United States after a visit to Mexico you are allowed to bring $300 worth of items you purchased without paying any tax (duty). The CUSTOMS INSPECTOR will examine your car and/or suitcases. It helps the process if you have all your sales receipts handy. If it looks like you spent more than $300 (each person), the CUSTOMS INSPECTOR will require you to pay 10% tax on the excess. If you have illegal items, (such as firecrackers) these will be confiscated (taken away from you).

ACTIVITIES:

1. Write to the United States Customs Service in Nogales. Ask for copies of the latest information for tourists going into Mexico. The address is: P.O. Box 670, Nogales, AZ 85621. When your booklet arrives, learn the rules.

2. Visit the Customs area of a port-of-entry airport. Call the airport to see if it receives international flights and has a customs office. Find out about the procedure. Do they have dogs to sniff the luggage? What do you suppose they are looking for?

3. Find out what training is required of a person who wants to be a CUSTOMS INSPECTOR. What other job opportunities exist in customs work?

PUBLIC HEALTH NURSE

Public health measures such as smallpox vaccinations, TB skin tests and water purification have dramatically improved the quality of life for people around the world. The length of peoples' lives has increased as well. One person who helps to carry out public health activities is the PUBLIC HEALTH NURSE. This person often works for a governmental agency (such as the County Health Department or the Bureau of Indian Affairs). This person may teach classes in health education and disease prevention, home nursing and child care. The PUBLIC HEALTH NURSE may carry out school immunization programs to protect children against diseases. Often this person takes care of patients, checking blood pressure, planning diets, checking to see if wounds are healing and visiting new moms and their babies. Together with the doctors of the public hospital or clinic the PUBLIC HEALTH NURSE plans how best to meet the health needs of the people in the community.

ACTIVITIES:

1. Invite a PUBLIC HEALTH NURSE from your County Health Department to bring a health education program to your classroom. Possible topics: Dental Health, Immunizations, Home Safety.

2. Read about and report on the life of someone whose discovery has improved public health. Possible subjects: Louis Pasteur (pasteurization), Marie Curie (radium), Edward Jenner (smallpox vaccination), Robert Koch (cause of TB), or Jonas Salk (polio vaccine).

3. Find out about the current controversy over the sale of infant formula around the world. What are the issues? Sources of information include: The World Health Organization, The National Council of Churches, The Nestle Company.

AIR TRAFFIC CONTROLLER

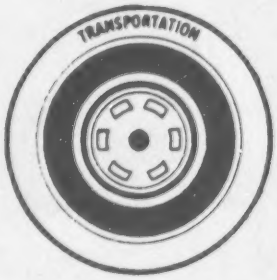
Everyone knows that the AIR TRAFFIC CONTROLLER has a very important job. This person is the "traffic cop" for airplanes. He or she works to make sure that air travel is safe. The AIR TRAFFIC CONTROLLER answers radio calls from arriving and departing aircraft. This person issues landing and take-off instructions. He or she provides information to the pilot about the wind speed and direction, visibility, taxiing instructions and which runway to use. The AIR TRAFFIC CONTROLLER notifies the airport emergency crew when airplanes are having flight difficulties. This person controls floodlights and runway lights and checks to make sure they are working. The AIR TRAFFIC CONTROLLER may keep a written record of messages received from aircraft. The AIR TRAFFIC CONTROLLER must be alert and quick-thinking at all times.

ACTIVITIES:

1. Interview an AIR TRAFFIC CONTROLLER about the effects of the AIR TRAFFIC CONTROLLERS strike in 1981. Which Arizona airports no longer have Air Traffic Control? Have there been any accidents as a result? Watch the newspaper for articles which refer to the role of AIR TRAFFIC CONTROLLER in accidents.

2. Arrange to visit the control tower of an airport in your area. Observe the jobs performed by each person in the tower. Report to your class on your visit.

3. Find resources in your school library (or the public library) about the history of aviation. A book about the history of aviation in Arizona has recently been published. It is called, Sky Pioneering, by Ruth Reinhold. It includes information about early flights into Sonora. Report on this book to your class.



CAREER EXPLORATION

NAME_____

DATE_____

JOB TITLE_____

JOB DESCRIPTION_____

_____

_____

_____

REQUIRED EDUCATION OR

TRAINING_____

_____

_____

WORKING CONDITIONS_____

(place)_____

(hours)_____

JOB OPPORTUNITIES_____

_____

_____

SALARY AND BENEFITS_____

_____

_____

ADVANTAGES OF JOB_____

_____

_____

_____

DISADVANTAGES_____

_____

_____

_____

INTERNATIONAL OPPORTUNITIES

(if any)_____

_____

_____

_____

OTHER INFORMATION_____

_____

Career Clusters---

Following are common groupings of jobs. A specific job, such as "Manager," may show up in more than one cluster.

I. AGRI-BUSINESS AND NATURAL RESOURCES

Farmer (cotton, wheat, dairy, chicken, etc.), Rancher, Botanist, Farrier (horse-shoer), Forestry Worker, Park Ranger, Geologist, Miner, Prospector, Surveyor, Veterinarian (animal doctor), Meteorologist (weather person), Mining Engineer

II. BUSINESS AND OFFICE

Secretary, Typist, Teller, Loan Officer, Telephone Operator, Bank Manager, Receptionist, File Clerk, Bank President, Real Estate Agent, Accountant, Foreign Exchange Trader, Information Clerk, Travel Clerk, Bank Manager, International Banking Officer

III. COMMUNICATIONS AND MEDIA

Radio Announcer, Newscaster, Proofreader, Translator, Editor, Reporter, Camera Operator, Printer, Costumer, Director, Sound Effects Creator, Cartoonist, Telegraph Operator, Program Director, Antenna Installer, Cable Layer, Program Researcher, Writer, Disc Jockey

IV. CONSTRUCTION

Carpenter, Bricklayer, Draftsman, Carpet Layer, Engineer, Plumber, Stonemason, Painter, Paper Hanger, Landscape Architect, Architect, Building Contractor, Crew Chief, Cement Truck Driver, Interior Designer, Hod Carrier, Civil Engineer, Cabinet Maker, Bull Dozer Operator, Surveyor

V. CONSUMER AND HOMEMAKING

Butcher, Chef, Baker, Caterer, Clothing Designer, Furniture Refinisher, Stock Clerk, Home Economics Teacher, Inspector, Quality Control Worker, Complaint Clerk, Stock Clerk, Fabric Designer, Salesperson, Textile Worker

VI. ENVIRONMENTAL CONTROL

Park Ranger, Geographer, Ecologist, Meteorologist (weather person), Park Naturalist, Environmental Analyst, Emmissions Control Inspector, Garbage Collector, Pollution Control Officer, Chemist, Recycling Engineer, Physicist, Purification Specialists, Wild-life Manager, Astronaut

VII. FINE ARTS AND HUMANITIES

Writer, Artist, Musician, Dancer, Actor, Actress, Photographer, Poet, Designer, Archaeologist, Historian, Anthropologist, Potter, Philosopher, Sculptor, Sociologist, Stage Hand, Lighting Technician

VIII. HEALTH

Doctor, Dentist, Dietician, Nurse, Dental Hygienist, Social Worker, Nurse's Aide, Researcher, Midwife, Medical Technologist, Teacher, Receptionist, Geneticist, Nutritionist, Counselor, Pharmacist, Drug Manufacturer, Drug Salesperson, Community Health Worker

IX. HOSPITALITY AND RECREATION

Flight Attendant, Tour Guide, Motel and Hotel Operator, Waiter and Waitress, Hobby and Craft Shop Operator, Amusement Park Worker, Golf and Tennis Pro, Recreation Equipment Salesperson, Ski-Lift Operator, Restaurant Manager, Visitor Information Center Worker, Professional Athlete

X. MANUFACTURING

Engineer, Machine Operator, Safety Director, Test Pilot, Test Driver, Inspector, Solderer, Tool and Die Maker, Assembler, Seamstress, Purchasing Agent, Welder, Machinest, Quality Control Technician, Supervisor, Trainer, Plant Foreman, Personnel Manager, Employee Relations Officer

XI. MARINE SCIENCE

Marine Biologist, Oil and Mineral Explorer, Waterway Engineer, Fishing Boat Operator, Scuba Diver, Oceanographer, Minerologist, Marine Agriculture Worker, Navigator, Chemist

XII. MARKETING AND DISTRIBUTION

Advertising Designer, Sales Person, Clothing and Furniture Merchandiser, Traffic and Transportation Specialist, Store Owner, Manager, Cashier, Buyer, Model, Stock Clerk, Shipping Clerk, Advertising Manager, Statistician

XIII. PERSONAL SERVICES

Barber, Hairstylist, Cosmetologist, Lifeguard, Shoe Repair Person, Tutor, Housekeeper, Mortician, Social Director, Day Care Aide, Flight Attendant, Tailor, Pet Groomer, Valet, Photographer, Beautician, Wedding Hostess, Dressmaker, Chauffeur, Maid

XIV. PUBLIC SERVICES

Lawyer, Minister, Judge, Warden, Police Officer, Probation Officer, Firefighter, Caseworker, Senator, Congressman, Community Aide, Community Planner, Counselor, Teacher, Utility Worker, Military Personnel, Meter Reader, Tax Collector, President, All "Government" Jobs

X . TRANSPORTATION

Pilot, Ticket Agent, Truck Driver, Bus Dispatcher, Ship Captain, Traffic Engineer, Navigator, Parking Lot Attendant, Mechanic, Freight and Claims Agent, Air Traffic Controller, Navigator, Customs Inspector, Dock Worker, Train Dispatcher, Conductor, Weighing Clerk, Shipping Clerk

Kino Bay

Sixty-seven miles (106 kilometers) west of Hermosillo, on the Gulf of California lies Bahía Kino (Kino Bay). This lovely spot beckons to many visitors. Some come from as close as Hermosillo for a Sunday picnic. Others come from the United States, or other places in the world--many for as short a time as a weekend in order to sail or fish; others for as long as forever.

Visitors turning left from the road which approaches the bay run into "Old Kino." Located there are a fish processing plant, native stores and cantinas, a boat ramp and facilities for camping.

To the north (if you turn right at that same junction in the road) lies "New Kino." During the past twenty years this area has been developed into a modern community. The town includes cafes, luxury hotels, stores, trailer courts and beach homes. The main street is lighted at night, and every 100 meters a passway provides access to the sandy beach.

You can meet Seri Indians in both New and Old Kino, and at the Seri Village north of the towns. They offer for sale trinkets, shell necklaces and their famous wood carvings made from iron wood (*palo fierro*). They live here and on Tiburón (Shark) Island, as well as further north at Punta Chueca and Desemboque del Seri.

Kino is only one of many lovely bays along the Sonoran coast. Writer Walt Wheelock has traveled the coastline and identified many beaches and bays, all of which are accessible by at least a passable dirt road. You can use the word search on the following page to learn their names. Perhaps someday, you too, will want to explore these interesting coastal attractions along the Gulf of California.

A Picnic to Kino Bay ~ ~

Carne Asada*	Bolillos (hard rolls)
Guacamole*	Ensalada (salad)*
Tortilla Chips	Refrescos (soft drinks - not iced)

*See Recipes

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BEACHES AND BAYS OF SONORA

(word search)

Several beaches and bays along the Sonoran coast are well known to people from the United States, including Kino Bay, San Carlos Bay, Cholla Bay and Rocky Point. Find the names of these and many others in the word search below. Names are backwards, forwards, up, down, and diagonal. No spaces have been skipped between letters or words you find listed below. Circle the names in the box:

```
. . . . . .
. I R O H C O C A Y A L P E T R E U P O L .
. S I R I H U A T A B A M P I T O R U E V .
. E O O D U P L A Y P P S L O P L A E T I .
. N Y Y A V A R O S A U A A C L Y A R R I .
. O A M T L L A B L Y E R Y M A A P S O J .
. D Q Q R A Y O M N A R G M I Y B O A N R .
. O P U E S N E A D K T N I R A A Q R L R .
. G U U B B K I L O N O N R A D L U G E I .
. L E R I O C A L L O P T I O E L I G D O .
. A R A L C A T N A S E D O F L O G L E Y .
. S T R O A T N U P S Ñ A C O S H K L U A .
. O O H T S T B A H I A K I N O C I O Q Q .
. L L U R I O O R I T S L N E L H N B O U .
. B O I E S S O L R A C N A S A I H A B I .
. A B V U E J O I C H O L L I O R I M M V .
. H O U P U N T A S A R G E N T O O P E I .
. I S L U N R A T O I T S A T O R E T S E .
. L T A N C A M A H U A R A T R E U P E J .
. A E I R E S L E D E U Q O B M E S E D O .
. E S T E R O D E A G I A B A M P O B O L .
. R I O S A L A D O P M A B I H C O C O B .
. . . . . .
```

Puerto Peñasco
Cholla Bay
Desemboque del Norte
La Salina (de Jorge)
Puerto Lobos
Puerto Libertad
Bahía Kino
El Golfo de Santa Clara
Estero de Agiabampo
Punta Sargento
Desemboque del Seri
Estero Tastiota
Bahía San Carlos
Los Algodones
(Bahía) Bocochibampo
Guaymas
Empalme
Playa Cochori
Playa del Sol
Río Yaqui Viejo
Huivulai
Huatabampito
Yavaros
Las Bocas
Camahuara

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Language

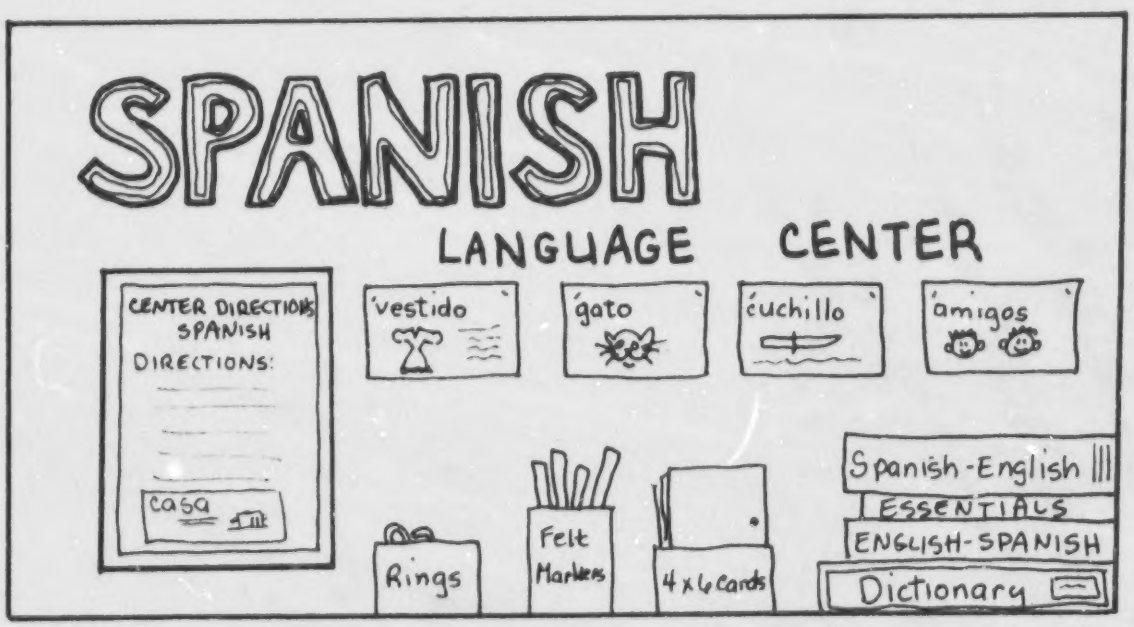
SPANISH LEARNING CENTER

SUMMARY: Students will work individually or in small groups to increase their knowledge of the Spanish language.

MATERIALS: Metal rings, 4" x 6" cards, hole punch, colored markers, Spanish-English and English-Spanish dictionaries, other Spanish books and records or tapes, record and/or tape player.

TEACHER: Prepare title cards for several categories of words. Punch holes and place rings in holes. Possible categories:

ANIMALES	ANIMALS
COSAS DE LA CASA	ITEMS AROUND THE HOUSE
VIAJAR	TRAVEL
A LA MESA	AT THE TABLE
HACER AMIGOS	MAKING FRIENDS
ROPA	CLOTHING
AL DOCTOR	AT THE DOCTOR
DEPORTES	SPORTS



CENTER DIRECTIONS
SPANISH

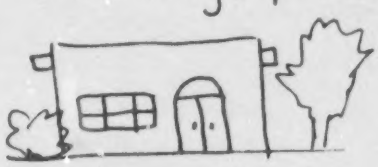
DIRECTIONS:

1. Select a word you wish to know in Spanish. Use one of the categories provided--or start a new one (make a title card if your word starts a new category).
2. Look up your word in the English-Spanish dictionary.
3. Write your word in large letters on the top of a 4" x 6" card.
4. Write the part of speech beside it: verb (v.), noun (n.), adverb (adv.), adjective (adj.).
5. Divide your word into syllables. Indicate the accent and the sounds of the letters.
6. Write the meaning of your word in English and Spanish.
7. Draw a picture to illustrate your word.
8. Use your word in a Spanish language sentence. Read it outloud to a student or the teacher.
9. Sign your name to the card.
10. Add your word to the proper "book." Be sure to place it in the proper alphabetical sequence.
11. Use the records and tapes to listen to spoken Spanish.

casa (n.) kă'-să

English: home, domicile

Spanish: hogar, domicilio



Mi casa es su casa.

Prepared by Sue Lefebvre

SOME SPANISH WORDS USED IN THIS BOOK
(also see section on Hermosillo)

Spanish	English
águila	eagle
algodón	cotton
alta	high, upper
asada	roasted
asunción	assumption
auditorio	auditorium
bajo	lower
baloncesto	basketball
banco	bank
biblioteca	library
box	boxing
calavera	skull
cámara	chamber
campana	bell
carne	meat
centenario	100 years
cerro	hill
chayote	green squash
ciudad	city
cívico	civic
cobre	copper
comercio	commerce, trade
compras	buy, shopping
cultura	culture
de	of
defensa	defense
día	day
diputados	deputies
discoteca	discotheque
el	the
enchilada	rolled tortilla,
espíritu	spirit /filled
estado	state
exterior	foreign, outside
feria	fair
fiesta	party, celebration
fútbol	football
gimnasia	gymnasium
gobierno	government
hoja	page, leaf
infantil	of children
institucional	institutional
ir	to go

Spanish	English
justicia	justice
marina	sea
masa	ground corn
mestizo	mixed blood-Span./Indian
municipal	city
museo	museum
nacional	national
naranja	orange
natación	swimming
nawait	Papago wine
nuestra	our
palacio	palace
parque	park
parroquia	parish
partido	party, political
periférico	road around a town
pimería	Pima land
potro	colt
presa	dam
presidente	presiding person
primavera	spring
pueblo	town
quesadillas	cheese & tortilla, hot
ranchería	cluster of farm houses
revolucionario	revolutionary
rey	king
río	river
santo	saint
señora	lady, Mrs.
taco	folded tortilla, filled
tapado	covered one
tenis	tennis
tomate	tomato
tortilla	Mexican bread
tostada	toasted
tribunal	court
turismo	tourism
universidad	university
viva	live
volibol	volleyball

GLOSSARY

Define these words to make your own Glossary for this book:*

abolish _____
abundance _____
accessible _____
annual _____
aqueduct _____
ardent _____
assassinate _____
avid _____
century _____
confiscate _____
confluence _____
conservation _____
deceased _____
docent _____
ecology _____
edible _____
elaborate _____
endangered _____
engrave _____
erosion _____
exile _____
expenditure _____
extant _____
fanatic _____
flourish _____
foreign _____
fortified _____
heritage _____
humanity _____
ideology _____
incense _____
ingredient _____
marinate _____
maritime _____
metropolis _____
mobilize _____
myth _____
nocturnal _____
novice _____
peninsula _____
portrait _____
prevail _____
ratify _____
remainder _____
resign _____
suffrage _____
superficial _____
vigorous _____
visibility _____
vital _____
winsome _____

*If necessary, use a dictionary.

Metrics

Many parts of the world, including Mexico, use the Metric System of measurement. Now is a good time for you to practice using the Metric System.

THE METRIC SYSTEM

Linear Measure

1 millimeter = 0.03937 inch
1 centimeter = 0.3937 inch
1 decimeter = 3.937 inches
1 meter = 39.37 inches or 3.2808 feet
1 decameter = 393.7 inches
1 hectometer = 328.08 feet
1 kilometer = 0.621 mile or 3,280.8 feet
1 myriameter = 6.21 miles

Square Measure

1 square millimeter = 0.00155 square inch
1 square centimeter = 0.15499 square inch
1 square decimeter = 15.499 square inches
1 square meter = 1,549.9 square inches or 1.196 square yards
1 square decameter = 119.6 square yards
1 square hectometer = 2.471 acres
1 square kilometer = 0.386 square mile or 247.1 acres

Volume Measure

1 cubic centimeter = 0.06102 cubic inch
1 cubic decimeter = 61.023 cubic inches or 0.0353 cubic foot
1 cubic meter = 35.314 cubic feet or 1.308 cubic yards (the unit is called a *stere* in measuring firewood)

Capacity Measure

1 centiliter = 0.338 fluid ounce
1 deciliter = 3.38 fluid ounces or 0.1057 liquid quart
1 liter = 1.0567 liquid quarts or 0.9081 dry quart
1 decaliter = 2.64 gallons or 1.284 bushel
1 hectoliter = 26.418 gallons or 2.838 bushels
1 kiloliter = 264.18 gallons or 35.315 cubic feet

Weights

1 centigram = 0.1543 grain or 0.000353 ounce (avdp.)
1 decigram = 1.5432 grains
1 gram = 15.432 grains or 0.035274 ounce (avdp.)
1 decagram = 0.3527 ounce
1 hectogram = 3.5274 ounces
1 kilogram = 2.2046 pounds
1 myriagram = 22.046 pounds
1 quintal = 220.46 pounds
1 metric ton = 2,204.6 pounds

Land Measure

1 centiare = 1,549.9 square inches
1 are = 119.6 square yards
1 hectare = 2.471 acres
1 square kilometer = 0.386 square mile or 247.1 acres

COMMON CONVERSIONS

When You Know	Multiply by	To Find
inches	25.4	millimeters
feet	0.3048	meters
yards	0.9144	meters
miles	1.609 34	kilometers
square yards	0.836 127	square meters
acres	0.404 686	hectares
cubic yards	0.764 555	cubic meters
quarts (liq)	0.946 353	liters
ounces (avdp)	28.349 5	grams
pounds (avdp)	0.453 592	kilograms
Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature

When You Know	Multiply by	To Find
millimeters	0.039 370 1	inches
meters	3.280 84	feet
meters	1.093 61	yards
kilometers	0.621 371	miles
square meters	1.195 99	square yards
hectares	2.471 05	acres
cubic meters	1.307 95	cubic yards
liters	1.056 69	quarts (liq)
grams	0.035 274 0	ounces (avdp)
kilograms	2.204 62	pounds (avdp)
Celsius temperature	9/5 (then add 32)	Fahrenheit temperature

English	Spanish
metric	*métrica*
millimeter	*milímetro*
centimeter	*centímetro*
kilometer	*kilómetro*
liter	*litro*
cubic	*cúbico*
square	*en cuadro, cuadrado*
(one-inch square)	*(una pulgada en cuadro)*
(one square inch)	*(una pulgada cuadrada)*

English	Spanish
gram	*gramo*
centigram	*centigramo*
kilogram	*kilogramo*
metric ton	*tonelada métrica*
hectare	*héctarea*
barrel	*barril*
fathom	*braza*
ounce	*onza*

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METRIC PRACTICE

Use the table of Common Conversions to help you work these problems:

1. You are visiting a family in Hermosillo. The oldest child, Jorge, is 1.6 meters tall. How tall is he in feet and inches?

1.6 (meters) x 3.281 (conversion factor) = _____ ft.

Now you have his total height in feet.
Do the following in order to state his height in feet and inches:

Write the number of whole feet: _____
Write the remaining decimal: _____
Round decimal to nearest hundredth (if it isn't already): _____
Change the decimal to a fraction: _____
Multiply the fraction by 12 to find the number of inches: _____

ANSWER: Jorge is ____ feet ____ inches tall.

2. How tall in feet and inches is his sister, Amelia, who measures 1.3 meters tall? (Round off the decimal to the quarter of an inch.)

ANSWER: Amelia is ____ feet ____ inches tall.

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MORE METRIC PRACTICE

3. How tall are you in meters?

For example:

5' 5" (my height) = 5 feet + 5/12 feet (divide 5 by 12 to get the decimal) = 5.42 feet

So:

5.42 feet × 0.3048 (conversion factor) = 1.65 meters (my height)

Now yours:

_____ (your height) = _____ feet + _____ (fraction) feet = _____ (whole number and decimal) feet

So:

_____ feet × 0.3048 = _____ meters

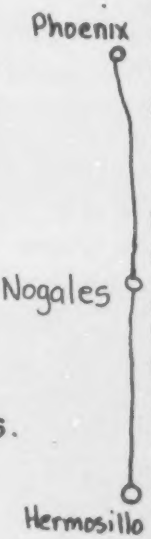
Therefore, you are _____ meters tall.

4. It is 280 kilometers from Nogales to Hermosillo. How far is it in miles?

_____ (kilometers) × _____ (conversion factor) = _____ miles.

5. It is 185 miles from Phoenix to Nogales. How far is that in kilometers?

_____ (miles) × _____ (conversion factor) = _____ kilometers.



6. How far is it from Phoenix to Hermosillo?

in miles _____ in kilometers _____

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7. The average daytime temperature in winter in Hermosillo is 18°C. What is that in Fahrenheit?

_____°C. x 9/5 = _____ + 32 = _____ °F.

8. The average daytime high temperature in summer in Phoenix is 103°F. What is that in Celsius?

_____°F. - 32 = _____ x 5/9 = _____ °C.

9. Your normal body temperature is 98.6° What is that in Celsius? _____ °C

10. Your new friend, Jorge, weighs 50 kilograms. How many pounds does he weigh?

_____ (kilograms) x _____ (conversion factor) = _____ (round it off) lbs.

11. How much do you weigh in kilograms?

_____ lbs. (your weight) x _____ (conversion factor) = _____ kgs.

MORE:

Design a problem for a friend, or a member of your family. Use the space below:

METERS TO FEET:

MILES TO KILOMETERS:

GALLONS TO LITERS:

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TEMPERATURE

Following is a chart of information about Hermosillo. It gives the average temperature by month and year. Use this chart to complete the following information:

TEMPERATURA PROMEDIO
AVERAGE TEMPERATURE (°C)

Station/Estacion: Hermosillo Latitude/Latitud: 29°5'

Altitude/Altura (SNM): 237 m Longitude/Longitud: 110°57'

Ano Year	E/J	F	M	A	M	J	J	A	S	O	N	D	Anual Annual
1965							32.7	21.1	29.9	27.2	22.0	16.8	
1966	14.3	14.8	20.6	24.4	22.6	31.5	32.4	30.6	30.7	25.8	21.6	16.9	24.3
1967	15.8	18.1	21.1	21.5	26.3	29.4	32.8	31.7	30.9	26.8	18.3	14.3	24.2
1968	16.4	19.6	20.2	22.2	26.5	31.1	32.1	30.8	31.1	26.9	20.3	16.0	24.4
1969	21.6	16.1	18.8	24.2	27.5	29.0	32.7	33.2	31.5	25.3	21.6	16.6	24.6
1970	16.0	19.0	19.4	21.7	28.1	31.5	31.2	30.6	33.3	25.0	21.4	16.7	24.8
1971	15.1	17.1	21.2	21.4	25.4	30.2	32.9	30.8	30.2	23.4	19.2	14.5	23.5
1972	16.5	18.6	28.9	24.7	26.1	31.2	33.1	31.2	31.0	26.0	18.8	16.4	24.7
1973	14.5	17.4	16.7	20.8	26.7	30.9	32.3	32.0	31.6	26.5	20.2	17.0	
1974	15.2	16.8	20.4	23.3	26.1	31.7	30.9	31.8	25.7	30.0	19.5	13.7	23.7
1975	15.0	16.2	18.5	19.6	24.2	29.6	29.8	31.2	30.5	25.2	21.2	16.2	
1976	17.6	18.6	18.8	21.6	26.1	31.0	30.6	31.5	27.2	24.7	20.9	16.3	
1977	15.4	19.0	17.3	22.7	24.5	31.5	31.9	31.0	30.6	27.2	21.5	19.5	
1978	16.4	16.4	26.0	21.8	25.7	32.1	32.5	31.4	29.7	27.3	18.4	14.2	
1979	13.3	16.2	19.9	22.8	25.5	31.4	32.6	30.3	inc.	26.8	19.0	17.5	
1980	17.1	19.3	18.6	22.8	24.4								
Avg.													

1. Using the years given, figure the average temperature for each month. Place the average for each month in the row marked "Avg."

2. Use the chart of COMMON CONVERSIONS to help you convert the Celsius figures to Fahrenheit for June, July and August. Place the figures in the bottom row under the proper month. Compare these with the figures for Phoenix. Call the U.S. Weather Service at 261-4000 for this information. Ask for the "average (not maximum) daytime temperature for June, July and August." Which city has the higher average for each month?

3. Figure the annual average for the years 1973, 1975, 1976, 1977, 1978 and 1979. Place your answers in the proper space in the right-hand column. What is the average annual temperature for the years 1966-1979?

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RAINFALL

Following is a chart of information about Hermosillo. It gives the average rainfall (precipitation) by month and year. Use this chart to complete the following information:

PRECIPITACION TOTAL (mm)
TOTAL PRECIPITATION (mm)

Station/Estacion: Hermosillo Latitude/Latitud: 29°5'

Altitude/Altura (SNM): 237 m Longitude/Longitud: 110°57'

Ano Year	E/J	F	M	A	M	J	J	A	S	O	N	D	Anual Annual
1965							26.6	86.0	79.5	0.0	0.0	65.7	
1966	8.5	18.1	0.0	0.0	0.0	9.7	150.9	98.8	36.4	46.7	0.0	5.5	284.2
1967	0.0	0.0	0.0	.8	I	1.5	30.7	83.0	30.7	38.0	23.0	52.9	266.9
1968	13.7	15.5	8.3	26.0	0.0	0.0	134.6	36.7	28.7	16.9	1.5	1.2	285.1
1969	28.7	21.1	I	0.0	2.0	0.0	129.0	92.4	20.4	7.1	13.5	32.4	346.6
1970	2.8	.9	4.5	5.5	1.2	23.4	99.4	79.8	57.8	0.0	0.0	0.0	275.3
1971	0.0	1.8	0.0	0.0	0.0	1.6	78.6	209.4	74.2	14.5	6.1	11.0	398.1
1972	I	0.0	0.0	0.0	33.1	20.5	31.2	62.8	0.0	33.7	0.0	5.1	185.4
1973	1.7	62.4	15.4	00.0	4.9	0.0	37.7	73.9	12.0	0.0	0.0	0.0	208.2
1974	36.0	0.0	.2	0.0	0.0	.5	142.7	66.8	13.1	4.1	39.4	.5	303.3
1975	24.6	0.0	15.3	0.0	0.0	.2	94.4	64.7	61.4	0.0	0.0	9.4	270.0
1976	5.0	29.8	0.0	2.0	0.0	0.0	83.4	48.2	77.3	.2	34.4	2.4	278.2
1977	22.7	0.0	9.5	0.0	2.0	0.0	102.7	112.4	26.5	14.1	0.0	1.5	291.4
1978	19.8	89.6	18.9	0.0	0.0	0.0	36.4	15.5	31.5	36.1	15.9	57.5	352.7
1979	35.9	0.0	7.4	0.0	37.2	0.0	58.5	96.1	inc.	0.0	0.0	0.3	
1980	13.5	15.8	0.8	0.0	0.0								
Avg.													

1. Using the figures given, figure the average rainfall for each month of the year ("I" means the figures were not available.) Place the figures for each month in the row marked "Avg." NOTE: The unit of measurement is millimeters.

2. Convert the figures for July, August and September into inches. Compare these figures with the same three months for Phoenix. Which city has the greater amount of rainfall for each month?

3. Figure the total annual rainfall for 1979.

4. Figure the average annual rainfall for the years 1966-1979.

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Mexico

Official Name:
The United Mexican States

From the list below, fill in the following information about Mexico (information applies to 1980, unless noted otherwise).

1. Population _____
2. Annual Growth (pop.) _____
3. Religion _____
4. Language _____
5. Area _____
6. Capital _____
7. Population-Mexico City _____
8. Life Expectancy _____
9. Foreign Relations Minister _____
10. President of Mexico (1976-1982) _____
11. U.S. Ambassador to Mexico _____
12. Inflation Rate _____
13. Exchange Rate (1981) _____
14. Educ. Compulsory Until _____
15. Infant Mortality Rate _____
16. Annual Growth Rate (GNP) _____
17. Consul General in Hermosillo _____

a. John Gavin (1982)
b. Roman Catholic 97%
c. 28%
d. 65+ years (1975)
e. 69 million
f. 49/1000 (1975)
g. José López Portillo (1982)
h. 2.7%
i. 7.4%
j. 24.5 pesos/1 dollar
k. Spanish
l. 15 million
m. Terry Hanson
n. Mexico City
o. 9th Grade
p. Jorge Castañeda de la Rosa (1982)
q. 1,978 mil. sq. km. (764,000 sq. mi.)

Compare this information with similar information for the United States and Canada. What factors contribute to the differences among these countries in:
a. life expectancy? b. religion? c. inflation?

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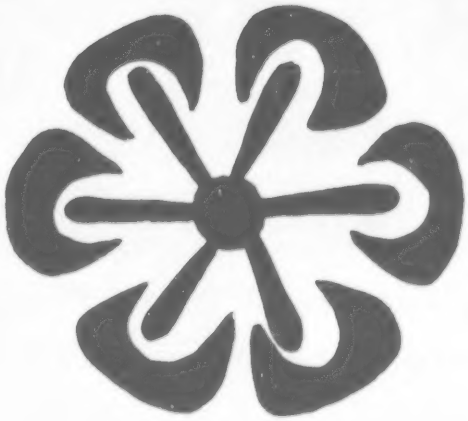
CONCENTRATE ON MEXICO



Tourism is an important industry in Mexico. About 3 million tourists visit Mexico each year, of which about 90% are citizens of the U.S.

Use these pictures from a Mexican travel brochure to help you learn new words in Spanish, and as an idea-starter for additional research on Mexico. See page 87.

CONCENTRATION:
Make copies of the pictures and descriptions on this and the following two pages. Glue to 3 x 5 cards. Decorate the backs with the design at the left, or make your own.

TO PLAY:
Shuffle the cards; spread out, face down, on the table in front of the players (2-4).
Take turns turning over two cards at a time. If a person gets a match, he or she reads the written card outloud in English and in Spanish, then takes another turn. The person who ends up with the most cards wins.

ARTESANIAS:

En cada rincon del país se elaboran 40 grupos de artesanias de diversos materiales destacandose; las textiles, ceramica, talabarteria, metalisteria, madera y joyería entre otras.

CRAFTS:

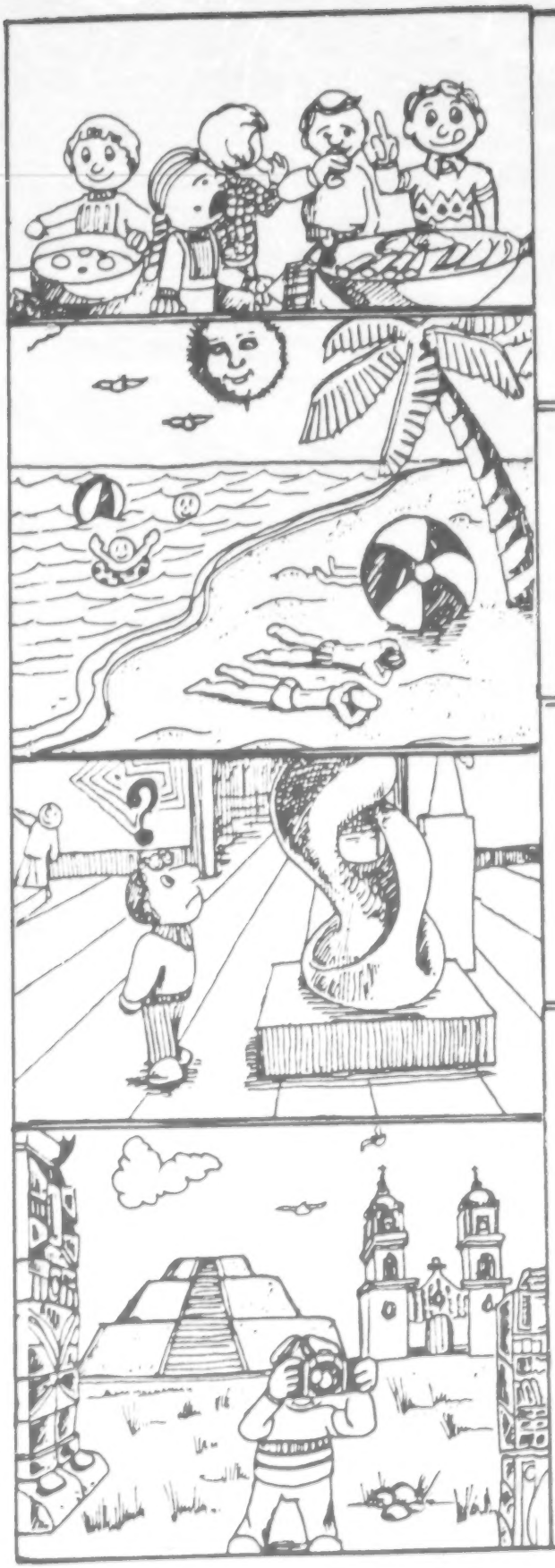
In every nook of the country 40 groups of artesans fashion distinctive crafts from a variety of materials: textiles, ceramics, leather, metal, wood and jewels, among others.

ACTIVIDADES CULTURALES:

Siempre encontradas, musica, tipica y clasica, baile y danzas, exposiciones, teatro, etc.

CULTURAL ACTIVITIES:

Always to be found: music (folk and classical), ballet and dance, expositions, theater, etc.



GASTRONOMIA:

México es un país rico en gastronomía; cada región cuenta con diversos platillos tipicos que suman más de 5000 especialidades.

EATING GOOD FOOD:

Mexico is a country rich in good food. each region is known by its typical dishes which total over 5000 specialties in the country.

PLAYAS:

Más de 5000 kilometros de playas en nuestros litorales.

BEACHES:

More than 5000 kilometers of beaches along our coastline.

MUSEOS:

De arte, históricos, tecnológicos, estan abiertos más de 100 en la republica.

MUSEUMS:

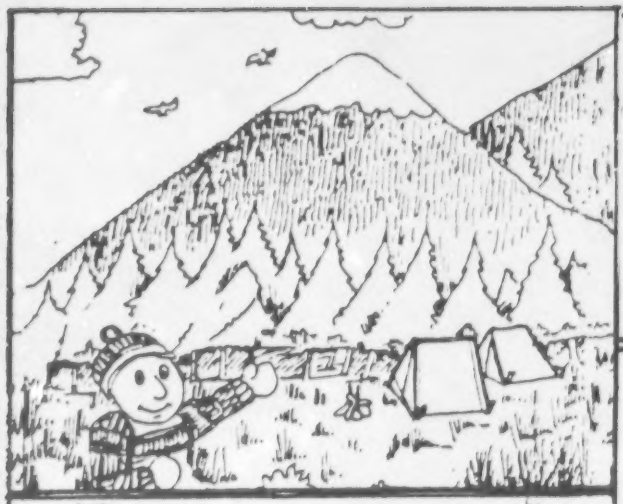
More than 100 museums of art, history and technology are open in the republic.

MONUMENTOS PREHISPANICOS Y COLONIALES:

Se han localizado en todo nuestro territorio más de 11,000 sitios con arquitectura prehispánica, de los cuales se pueden visitar un gran numero. Entre iglesias, fuertes o baluartes, palacios, casas, haciendas, existen en el país más de 30,000 monumentos coloniales.

PREHISPANIC AND COLONIAL MONUMENTS:

More than 11,000 sites are located in our territory with prehispanic architecture, a large number of which can be visited. In the country there are more than 30,000 colonial monuments of forts and buttresses, mansions, houses and haciendas.



PARQUES NACIONALES Y NATURALES:

En bosques y montañas, valles y planicies, más de 60 en toto el país.

NATIONAL PARKS AND NATURAL WONDERS:

In forests and mountains, valleys and plains, more than 60 in all the country.

ATRACTIVO NATURAL:

Más de 70 paisajes espectaculares con facilidad de acceso. Cascadas con atractive permanente, más de 40 en el país. 18 grutas y cavernas de belleza incomparable con facilidad de acceso.

NATURAL ATTRACTIONS:

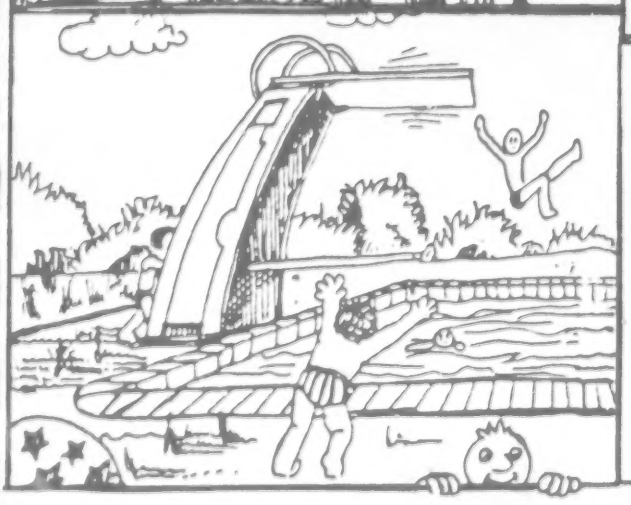
More than 70 spectacular trips with easy access. More than 40 waterfalls with permanent attractions. 18 grottos and caves of incomparable beauty, with easy access.

FESTIVIDADES Y FERIAS:

País de tradiciones, en todo Mexico cada año se realizan más de 1000, de caracter religioso, cívico, recreativo, cultural y comercial.

FESTIVALS AND FAIRS:

Over 1000 festivals and fairs of religious, civic, recreational, cultural and commercial nature take place each year in all Mexico, a country of traditions.



BALNEARIOS:

En todo nuestro territorio existen más de 100 balnearios con atención y servicios para los visitantes.

SPAS:

There are more than 100 spas in the country with attention and services for visitors.

TOURING MEXICO

(LEARNING CENTER)

SUMMARY: Each student will choose an area of interest (from the topics on the previous three pages). Following research on the topic, alone or in small groups, students will present their findings to the rest of the class. Suggested methods include: notebook, poster, brochure, guest speaker, field trip, oral report.

MATERIALS: Maps of Mexico, Travel Brochures, Pamphlets, Scissors, Pencils, Felt Markers, Writing Paper, Poster Board

TOPICS:

Prehispanic and Colonial Monuments
National Parks and Natural Wonders
Cultural Activities
Museums
Natural Attractions
Hand Crafts
Spas
Foods
Beaches
Festivals and Fairs

TEACHER:

Glue the pictures and descriptions from the previous three pages on 4 x 6 cards for the learning center.

MAGAZINES:

SUNSET
AMERICAS
NATIONAL GEOGRAPHIC

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CENTER DIRECTIONS

(TOURING MEXICO)

DIRECTIONS:

1. Select a card with a topic that interests you. Write your name in pencil on the back of the card (no more than 4 persons per topic). You may work individually, or as a group.

2. Decide whether you will investigate this topic as it relates to
   a. all of Mexico
   b. Sonora

3. Read about your topic; develop an outline; decide how you will share your findings with the class (e.g., notebook, poster, brochure, guest speaker, field trip, oral report); check with your teacher; proceed with your project.

4. Each topic will be developed according to the information available and the desires of the persons doing the research. Following are some ideas to help you get started:

   PREHISPANIC AND COLONIAL MONUMENTS: Choose one of these two periods of time to study. If you select Prehispanic, you will want to study the Aztecs or Toltecs or other Indians--their agriculture, religion or civilization. If you choose Colonial, you might want to narrow the topic to the influence of the Spanish, or the French, or to the role of the church in the colonization of the area.

   SPAS, NATURAL WONDERS AND NATIONAL PARKS, BEACHES AND NATURAL ATTRACTIONS: For locations such as these, identify the major sites; locate on a map of Sonora or Mexico. Find out what they have to offer (unusual features, terrain, plants and animals in the area, motels, camping, etc.). To share your information with the class you could design a poster or a brochure telling about your topic.

   CULTURAL ACTIVITIES AND FESTIVALS AND FAIRS: Identify the major events. Which ones are available or celebrated in the United States? Select one and describe its history and tell how it takes place today. To share, you might invite someone to class, or arrange a field trip to a public event which fits your topic.

   MUSEUMS: Identify the major museums of the area. What are their specialties. Who is the curator? What is his or her major interest? Find out more about the museum specialty or the major interest of the curator.

   HANDCRAFTS AND FOODS: What are the major items? Identify specific items with regions of the country. For foods, make a cookbook of favorite Mexican food recipes; for crafts, teach the class to make a particular craft from Mexico.

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Name the President---

Use the code, if necessary, to find the names of these presidents of Mexico:

1	A
2	B
3	C
4	D
5	E
6	F
7	G
8	H
9	I
10	J
11	K
12	L
13	M
14	N
15	O
16	P
17	Q
18	R
19	S
20	T
21	U
22	V
23	W
24	X
25	Y
26	Z

- who ruled Mexico as a dictator for 35 years.
  16-15-18-6-9-18-9-15 4-9-1-26

- who called himself the Napoleon of the West.
  19-1-14-20-1 1-14-14-1

- who, following his term as Provisional President, moved to Los Angeles and gave singing lessons.*
  4-5 12-1 8-21-5-18-20-1

- who, in 1829, issued a decree to abolish slavery in Mexico.
  22-9-3-5-14-20-5 7-21-5-18-18-5-18-15

- whose real name was Felix Fernández.
  7-21-1-4-1-12-21-16-5 22-9-3-20-15-18-9-1

- who was a pure blooded Zapotec Indian from the state of Oaxaca.
  2-5-14-9-20-15 10-21-1-18-5-26

- who was 5' 2" tall, known as a vegetarian, a teetotaler (non-drinker) and a spiritualist.
  6-18-1-14-3-9-19-3-15 13-1-4-5-18-15

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- who established himself in Nogales as the First Chief of the Constitutional Army.
  22-5-14-21-19-20-9-1-14-15 3-1-18-18-1-14-26-1

- who, as general from Sonora, became a hero of the Revolution and President of Mexico in 1920.*
  1-12-22-1-18-15 15-2-18-5-7-15-14

- who was the first Mexican president to receive a president from the United States as a guest.
  1-22-9-12-1 3-15-13-1-3-8-15

- whose government handled demonstrations by an opposing group, not by arresting the people, but by cutting the belts which held up their pants.
  1-22-9-12-1 3-15-13-1-3-8-15

- who was president when full suffrage (voting rights) were given to women (1953).
  18-21-9-26 3-15-18-20-9-14-5-19

- who was in office when the 1968 Olympics were held in Mexico.
  7-21-19-20-1-22-15 4-9-1-26

*Presidents from Sonora (also Calles and Rodríquez)

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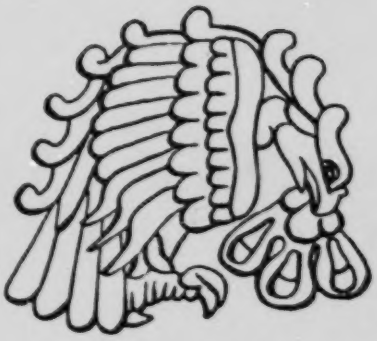
National



AZTEC DESIGN

According to legend, members of the Mexica tribe were ordered by their sun god Huitzilopochtli to settle where they should see a cactus growing from a rock. They wandered throughout the land in search of the spot. In about 1325 they found it on an island in the middle of a blue lake. An eagle was perched on the cactus holding a serpent (snake) in its claws. There in the Valley of Mexico they built their city, Tenochtitlán (the Place with the Cactus in the Rock). This group of people came to be known as the Aztecs.

The symbol of this event, the founding of Mexico, has served as the symbol of Mexico for over six hundred years. In many variations it has been represented in art and is used on money and in the national flag. An eagle on a cactus are always part of the symbol. Usually the eagle holds a serpent, but sometimes he is tearing apart a small bird or a human heart.

SIXTEENTH CENTURY

EIGHTEENTH CENTURY

When the Spaniards arrived in Mexico in 1521 they tried to destroy all traces of the Aztec culture. They wished to make the Aztecs Christian. In 1642, the viceroy from Spain, Dr. Juan de Palafox y Mendoza, wrote to the city rulers in Mexico City about the use of the eagle and snake in art and architecture. He wanted them to be replaced by Christian symbols. The city council agreed and many buildings were defaced as they removed the hated symbol.

Emblem

NINETEENTH CENTURY

Nevertheless, the symbol remained popular and eventually even churches came to be decorated with the eagle and the snake.

The first official Mexican national flag is reported to have been adopted on July 14, 1815. In 1821 Mexico declared its independence from foreign governments. In November of that year the governing group adopted the colors green, white and red, in vertical stripes, along with a crowned eagle in the center for the flag. The eagle design served as the imperial emblem for the reign of Emperor Iturbide. His empire ended in February 1823. At that time the crown was removed and the snake added, along with branches of laurel and oak. Thus all the elements present today in the National Emblem were established under the new republic.

TWENTIETH CENTURY

THIS CURRENT OFFICIAL COAT OF ARMS IS THE EIGHTH SINCE 1821.

SYMBOL

Symbols represent ideas. Can you identify some of the ideas represented by parts of this emblem of Mexico? (The Spanish word for emblem is "*escudo.*")

What does a circle usually stand for? _____

What do laurel branches represent? _____

What about the oak leaves? _____

What could be meant by the eagle having the serpent (rattlesnake) in his power? _____

_____

What other ideas do you see represented in this *escudo*? _____

_____

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PERSONAL EMBLEM

Design your own personal emblem--or one for your family. Be sure it includes something to represent:

1. your name (e.g., a rose, if that's your name)
2. your place of birth (eg., Phoenix Bird)
3. something you like to do (eg., a boat for travel)
4. your religion
5. something of importance to you or your family (eg., a sport or music)
6. any symbols already owned by your family

Think about the shape of your emblem. It could be round. It could also be square, rectangular, triangular, or even the shape of one of your ideas. Draw it first in pencil. Outline in black. Then color it in.

Olden Days

BORDER STATES OF MEXICO:

SONORA, SINALOA, CHIHUAHUA AND DURANGO.

With a General Sketch of the Republic of Mexico, and Lower California, Coahuila, New Leon and Tamaulipas.

A COMPLETE DESCRIPTION OF THE BEST REGIONS

FOR THE

Settler, Miner and the Advance Guard of American Civilization.

THE MINING DISTRICTS AND MINES, THE AGRICULTURAL AND GRAZING REGIONS, CITIES AND TOWNS, LOCATION AND DISTANCES AND PRINCIPAL BUSINESS MEN, FACTORIES, ETC., EXPORTS, IMPORTS AND PRODUCTIONS; TO WHICH ARE ADDED, RESOURCES OF MEXICO, DUTIES, THE TRADE WITH MEXICO, HOW TO ACQUIRE PROPERTY IN MEXICO, RAILROADS AND TRAVELING IN THE REPUBLIC,

Collected from all the Works extant on Mexico, and Reports of Travelers, Official Records, and Reports of Mining Experts and Old Residents, with Information up to date; the whole making

A COMPLETE GUIDE

FOR

TRAVELERS AND EMIGRANTS.

BY

LEONIDAS HAMILTON.

THIRD EDITION:
REVISED AND ENLARGED.
CHICAGO. 1882.

105

95

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EARLY TRAVEL GUIDE TO SONORA

In my research I found a delightful old book in the Arizona Room of the Phoenix Public Library. It's called Border States of Mexico: ... The book contains 150 pages of complete up-to-date information about northern Mexico--in the year 1882--about the time your great, great grandmother was born.

Take a look in the Major Events section of this book. You'll find it in the Appendix. There you will see that by the year 1882, Hermosillo had already been named the permanent capital of Sonora. The Industrial Revolution in Mexico had begun ten years before. And Americans were investing many dollars in Mexico--much of it in mining in Sonora.

Now take a look at the Title Page of the book, Border States of Mexico: . . . and answer the following questions:

1. Why did Mr. Leonidas Hamilton write this book? What was his purpose?

2. What was the "Advance Guard of American Civilization?"

3. Where did he get his information for this book?

As you read the following excerpt about Hermosillo, remember that it was written in 1882 by an American. Can you imagine what might have been said about Hermosillo by a native Mexican?

Also take note of the things that may have changed. For example, people nowadays have much smaller families. Look for the beginnings of things that you know are continuing today. For example, Hamilton mentions that sugar cane is growing in the area but not very successfully. Today, sugar cane is an important product just northeast of Hermosillo.

Finally, if you were a miner or settler in 1882, would this word picture of Hermosillo make you want to go there to settle or invest your money? Why, or why not?

HERMOSILLO - 1882

Hermosillo is the largest town in the State and numbers about 12,000 inhabitants. It is situated in a valley about three and a half leagues, or about ten miles in length and five in breadth, sheltered on the north by valleys, hills, and on the west by the range of hills called "Chanate," and on the east by the "Cerro de la Campana" - hill of the bell - so-called because its rocks, when struck together, produce a sound similar to that of a bell. The base of this hill is bathed by a small stream or river called the Sonora, running from east to west, which is sufficient to irrigate the lands between San Juanica and Chanate, cultivated by the inhabitants of the city, and of the pueblo of Ceris, which is in sight to the south; the said lands being in length, from east to west, 12 to 15 miles.

A large aqueduct passes through the middle of the settlement, which serves for irrigating the neighboring lands. Another passes near the river and the Cerro de la Campana, and a third divides the city north and south, furnishing water to the houses and orchards of orange, citron, lime, and fig trees, pomegranates and peach trees in the neighborhood, as well as immense fields of wheat, corn, and other cereals. The average annual quantity of its agricultural products reaches to about 70,000 bushels of wheat and about 300,000 bushels of Indian corn, and an immense quantity

cont'd.

c 1882 Suelefebure

of other cereals. Large vineyards of grapes, from which brandy and wine are produced, and plantain trees of enormous growth, mingle with the rich landscape. The wine produced is hard to keep, owing to its tendency to sour, and it is mostly manufactured into brandy or aguadiente. The Tennage and Palomos cotton plantations are located from twelve to twenty miles west of the city, and at the Chino Gordo, about twelve miles east. Sugar-cane has not been very successfully grown in this vicinity; but at San Juanica and Ceris it is raised in small quantities. The capital of the State is located here, and the Legislature meets biennially, the same as under the Constitution of California. The Constitution of the State of Sonora is mostly copied from the old Constitution of California. The streets of the city are kept clean and are well paved. The principal street is called the "Calle Principal," the same as in Guaymas. The public buildings are, the capitol, the mint, the assayer's office, and municipal buildings, including the prison and public school, and one or two churches. The school is held in a building purchased by the city, and consists of two departments, male and female. The number of pupils is about 600. Public examinations are held every six months.

There are several hotels. The principal ones are, the "Iturbide," "Nacional," "Cinco de Mayo," and "Cosmopolitan." All are one-story adobes, with a court in the center, where the guests are obliged to sleep in the summer season. The houses are nearly all one-story adobe buildings, with occasional brick residences and buildings. A new Catholic church is in course of construction. The principal plaza, in front of the church, is the most attractive feature of the city, and is set with orange trees and evergreens and covered with lawn grass, with enticing paths, meandering through flower beds, and bordered with orange trees, which afford an excellent shade. It is kept open all the time, and is provided with convenient seats for the leisure-taking Sonorians. An eye-witness pronounces it, in "size, beauty, and arrangement, as excelling any in San Francisco." The whole is surrounded with a very pretty iron fence. In the center is a grand stand, from which music is wafted upon the evening breeze Thursday and Saturday nights, on which occasions it is the favorite resort of the people of the city. The ladies of Sonora are very beautiful, and, indeed, the town is known as the place of beautiful women.

The ladies of Hermosillo of the higher class never go on the street with their faces uncovered. The "mantilla" of rich and gorgeous material is very gracefully thrown over the head, and one portion, with that indescribable drapery for which the Spanish ladies are noted, is carelessly thrown across the lower part of the face, concealing the features, and over the shoulder, while the beautiful eyes, some lustrous black and others of blue, only are revealed to the gaze of the spectator, as they float along with that grace of carriage and modest demeanor for which the Spanish ladies are so celebrated. The latest styles from Paris are ordered, and Worth has many customers throughout the republic. The descendants of the ancient Castilians are to be seen in blondes as well as brunettes; and although the taste of the people is generally in favor of bright colors, still fashion has been wielding her scepter in Mexico as well as in the United States.

Hermosillo is celebrated, as well as the rest of the state, for the fecundity of its women. It is not unusual to see a family with from 15 to 25 children. As an instance in point, there is a lady residing in Hermosillo weighing 260 pounds, tall and handsome withal, in spite of her corpulence, who is the last of a family of 28 children. This fact is vouched for by a well-known citizen of this city. Another gentleman, an American by birth, and at one time a prominent citizen of Guaymas, but not residing in this city, married a Spanish or Mexican lady, and is the fortunate father of no less than 17 children. The children of Sonora go almost naked, and thrive remarkably well, since the statement of Velasco that there is a great mortality among children, to which we have already referred. The prominent citizens even dress their children only with a shirt, hat, and boots.

The town of Hermosillo is orderly, and the police regulations good. There is a very good market-place for the sale of meat and vegetables, but no bakeries, such as are seen in the United States, in the city. Water is found in abundance in wells, at the depth of 20 or 30 feet. Wood is plentiful, and brought from the timber, about two or three miles distant. A natural cement stone is within the town limits, that is easily quarried, being soft, until it hardens on exposure. It may be quarried and used for building purposes. There is also a fine clay, used in the manufacture of brick, in the vicinity. There is also a shoe factory and wagon factory, and plenty of carpenter and blacksmith shops, etc., worked by foreigners. Wardrobes and other pieces of furniture are manufactured in the town.

Cont'd.

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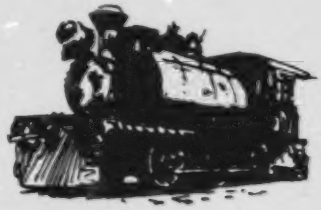
HERMOSILLO - 1882, Continued

The railroad now being built from Guaymas will add to the business energy of the city, and its future is assured as the most important inland city in the State. There is a club in the city called the "Casino' of about one hundred members, of the principal citizens of the place, located in the former magnificent residence of Gov. Pesquiera; also a theater; and society is of the gayest during the sessions of the Legislature, when balls and receptions are quite frequent. There is no gas in the city; but an attempt is being made to organize a company for that purpose. The streets and houses are lighted by lamps. Señor Falizardo Torres is the superintendent, and Mr. Edward Norman, is the cashier.

There are two stage lines running from Tucson to Hermosillo; one by Sasabe and Altar, which is the longer route, and the stages are slower and are not in so good condition as the stages on the other route, though the fare is cheaper. The fare over this route, by buying the ticket at Tucson for Guaymas, that is, by way of Altar, is $24. The other route is by way of Calabasas and Magdalena. The difference in price is not much; but the stages are better, and horses faster, insuring a quicker trip. The distance from Tucson to Hermosillo is about one hundred leagues, through Magdalena, and the ride is through a beautiful country; consequently this is the most popular route. A sixteen hours' ride from Hermosillo, reaches Guaymas, over about one hundred miles.



Immense herds of cattle are passed on the way, of from 5,000 to 10,000 head in each, handled by gaily-decked caballeros, who are fine riders, and very gracefully bestride very beautiful horses. They are very fine looking in appearance; and with their gaudy sarapes and sombreros, are withal very prepossessing.

A writer to the Farmer and Dealer, San Francisco, says: "The Sonora Railway, Limited, has already nearly 100 miles graded from Hermosillo, on their route to or near El Paso, where they connect with the Atcheson, Topeka and Santa Fe road, which gives direct railroad communication with Chicago and the East; 30 miles of steel rail on hand; track-laying has begun, and the locomotive whistle has already sounded the death-knell of the old ox-train transportation to and from Hermosillo, and I have no doubt the poor oxen will rejoice. The first of March next is the time set for the opening of the 100 miles of road. Another road, called the Mexican Central, from the capital to El Paso, has about 1,000 men employed at the southern end. These two roads will drain the whole country, and open to American enterprise a rich field for operation.

"Already, in anticipation of the future, American capital is flowing into Sonora; no less than six mines, ranging in price from $200,000 upwards, having been sold to New York and Chicago parties in the last six months, and more are coming every day.

"For the gold mine of Los Mulatos, $1,000,000 has been refused."

The distance from Hermosillo to Ures is about fifty miles, situated north-east, and to Arispe, 150 miles north-east of Ures, and Santa Cruz, about 250 miles; thence 170 miles to Tucson by way of Magdalena, distant 300 miles, and is about 100 miles by stage from Guaymas.

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Phoenix

One of Hermosillo's Sister Cities is Phoenix, Arizona. Phoenix received its name from an early settler, Lord Darrel Duppa. He said:

> Call it Phoenix after the mythical bird who was consumed by fire but arose resplendent from the ashes. A city will arise phoenix-like, on this spot, great and beautiful, from these ashes.

According to ancient Greek mythology, the phoenix was a glorious, plumed bird who flew out of Arabia (or maybe Assyria, Ethiopia or India) every 500 years.* It flew to the Egyptian city of Heliopolis, on the right bank of the lower Nile River. There, at the alter of the Sun God, Re, it made a nest of twigs from spice trees. Then, it set the nest on fire; and there it died. From the ashes, which had been fertilized by the gorgeous gold and purple bird, there arose another phoenix, beautiful and young.

The people of Greece believed that this story told of the unending life cycle of birth, death and re-birth. To them it also represented the daily cycle of the sun setting in flames in the west at night, and rising again each new day.

Use the following key to color the lovely Phoenix bird on the opposite page, designed by Dorothy M. Fischer, from Phoenix:

1. Red
2. Orange Red
3. Yellow Orange
4. Blue (or dark turquoise)

*Some accounts say every 1461 years. 109

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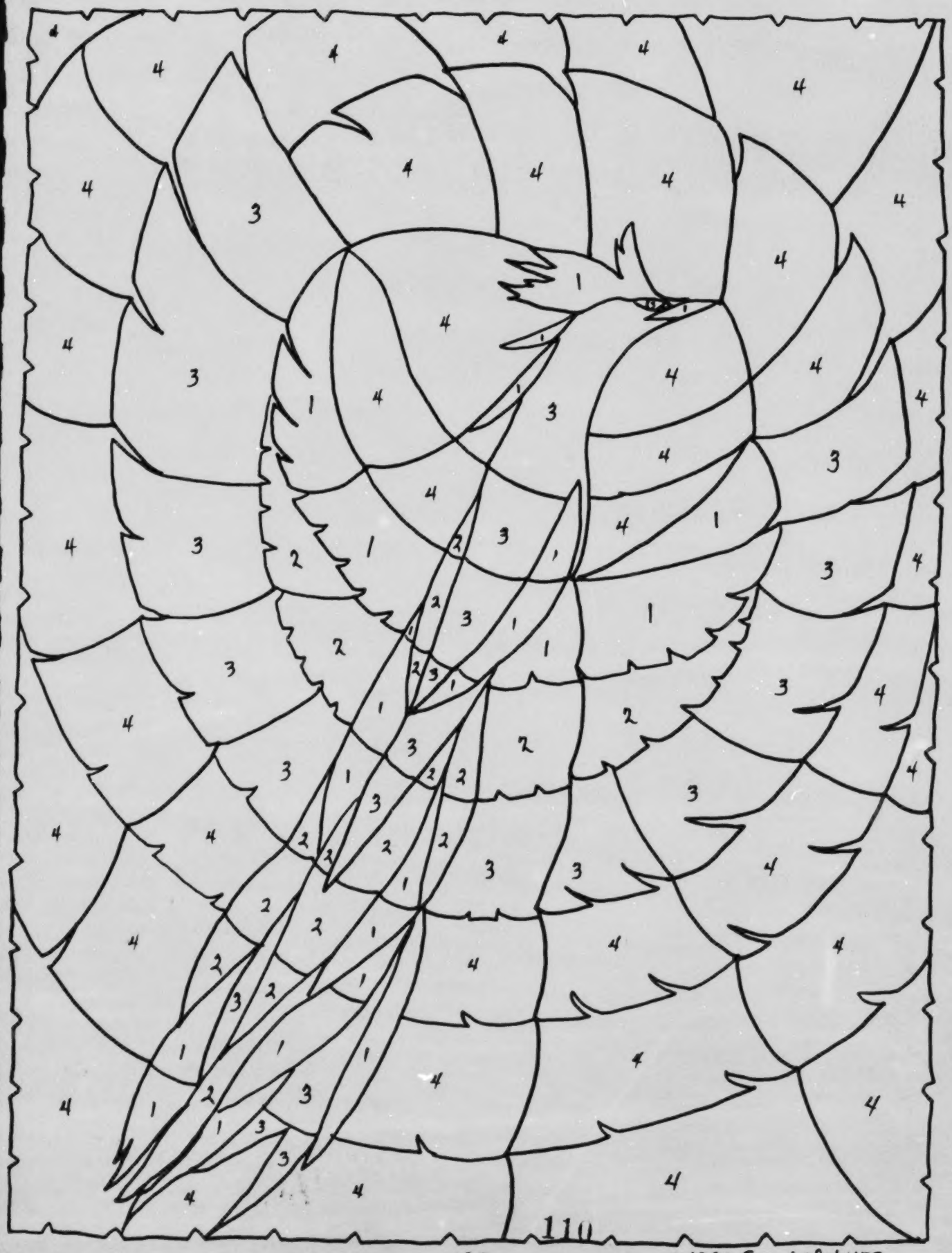

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100

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Quetzalcóatl

QUETZALCÓATL, a god of the Aztecs, the People of the Sun

ARRIVAL IN MEXICO

Several centuries before Christ agricultural tribes known as the Nahua settled in the Central Valley of Mexico. One of the latest of these tribes to arrive was the Aztec, called the People of the Sun. Migrating from the north and northwest, they arrived in the central valley and asked to be allowed to settle at Chapultepec in the year 1248. Early on they may have been enslaved by some of the other tribes. But by the 16th century their capital, Tenochtítlan, was more important than all the other cities. At that time the Aztecs were at the height of their glory and power.

AZTEC RELIGION

The most important aspect of their daily life was their religion. It touched every man, woman and child. The religion was based on the worship of many personal gods. One of these, Quetzalcóatl, was the god of wind and life. In addition, he was the founder of agriculture, industry, the arts and science. He taught science so that people might study the movements of the stars, measure time, and arrange the calendar.

Through the malice of another god, Quetzalcóatl was forced to leave his home in Tula. When he left he promised the people that he would return in the year they called Ce Acatl. When, in that year, word came to the Aztec emperor, Moctezuma, that bearded* strangers had arrived, he was sure it was the returning Quetzalcóatl. In fact, it was the Spaniards, led by the explorer, Hernando Cortés. That was the year we call 1519.

CREATION MYTH

One Aztec myth about the creation states that humans have been created several times. The most recent time, Quetzalcóatl, gracious god to all humankind, went to the world of the dead to gather up the bones of past peoples. He sprinkled the bones with his own blood and created a new humanity. The Aztecs believed that since people were created by the sacrifice of the gods, they must offer the gods their own blood--from their veins and from their hearts. Therefore, they offered human sacrifices to the gods.

TODAY

After the arrival of the Spaniards, the Aztec culture began to fall apart. However, their civilization has contributed a great deal to our modern life. Many words and phrases have become part of the Spanish and English languages. And, important ideas about architecture, engineering, astronomy and art have come from Aztec minds. Today, about a million Aztec-Nahua speaking people live in Mexico. They are descendents of the great empire which Cortés first saw over four hundred and fifty years ago.

*Quetzalcoatl always wore a beard.

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COLOR QUETZALCÓATL

The various Aztec gods, in sculpture and in paintings, are identified by specific articles of clothing. For example, Quetzalcóatl always wears a cone-shaped hat made of ocelot skin and a breastplate made from a large seashell. Color is important also. Following are the colors you should use for various parts of his body. Use felt markers or pencils. Choose your own colors for the rest of him.

Body and face	Black
Bird's beak covering mouth	Red
Cone shaped cap, breastplate	Gold
Ornament on top of his head	Turquoise
Earplug	Turquoise
Tassle hanging from earplug	Red
Bracelets and ankle bands	Gold

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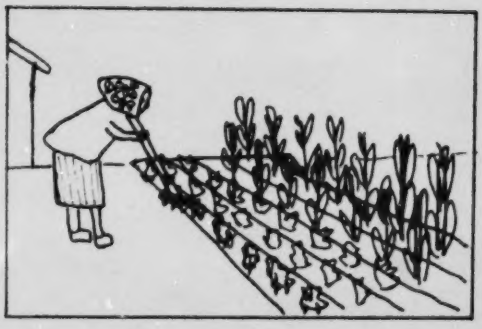
Recipes

Food in Sonora



Francisco is twelve years old. He lives in Hermosillo. Francisco is growing very fast. Because of that, it seems to his mother that he is always hungry. Francisco's grandmother lives with his family. She grows food in their front yard. In the spring you can find her in the garden tending beans and squash and corn. These vegetables have been eaten by people of Mexico for many, many generations. When served together beans and corn or beans and squash provide the same complete protein needed by our bodies as meat and eggs. Often the corn is dried, then ground into meal and formed into flat bread called *tortillas*. *Tortillas* can be wrapped around beans or meat to make a snack for Francisco. Or they can be eaten with a meal of eggs or soup or stew. They can also be used to prepare *tostadas*, *enchiladas*, *tacos* or *carnitas*.

Tostadas are made from corn *tortillas* fried flat and spread with beans. Lettuce, tomatoes and cheese may be added on top. In Mexico, the cheese will usually come from a goat. *Enchiladas* may be filled with cheese and onions (and perhaps meat) and smothered with a smooth chili sauce. *Tacos* are made from small *tortillas*, usually folded in half and fried soft or crisp, filled with a variety of foods--meat, cheese, beans, lettuce, tomatoes, sauce. *Carnitas* and other foods are sold in small street-side stands in Hermosillo. *Carnitas* are a kind of *taco* filled with roast pork and shredded cabbage.

TAMALES

Tamales are a corn-based food made with finely ground corn *(masa)*, chili sauce and a small amount of meat or cheese all wrapped in a husk of corn. Some people make green corn *tamales*, a delicious sweet *tamale* made from fresh corn. When you are traveling by car into Sonora be sure to stop at Imuris and buy green corn *tamales* (and *quesadillas*--warm *tortillas* filled with cheese) from the roadside vendors.

FLOUR *TORTILLAS*

Another basic item of food in Sonora is the flour *tortilla*. It is made from wheat flour. Wheat was introduced into Mexico from the north. Still today *tortillas* and other breads made with wheat flour are more common in Sonora than in other parts of Mexico. Flour *tortillas* are wrapped around meat, cheese, eggs or other foods, and eaten like a sandwich.

CHILI PEPPERS

Over two hundred varieties of chili peppers grow in Mexico. Therefore, the flavor of the chili sauce varies from place to place. In Sonora *salsa* served in restaurants is often made from Anaheim or *Jalapeño* peppers.

SEAFOOD

Sonora is famous for its wonderful seafood. In restaurants from Hermosillo west to the coast you can find many varieties to choose from: red snapper, octopus, turtle, shrimp, crab, sole, boney fish, shark, lobster and others. Often you can purchase your own fresh "fruits from the sea" at Kino Bay, San Carlos, Guaymas or other fishing spots.

SONORAN BEEF

Sonora is also famous for its beef. Hermosillo has many feed lots filled with cattle growing fat for slaughter. People from all over Mexico as well as from the United States are pleased when they can eat *carne asada* and other beef products from Sonora. Even Francisco enjoys a *carne asada taco* bought at one of the new fast-food restaurants in his home town, Hermosillo.

FRUITS AND VEGETABLES

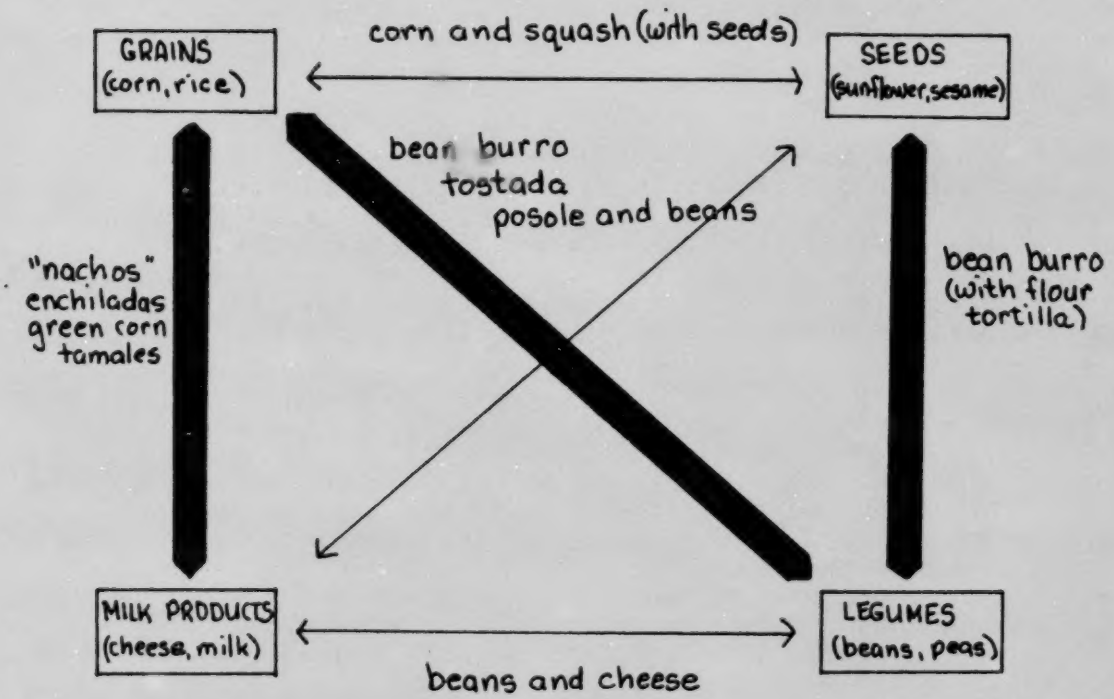
Tasty fruits and vegetables may be found in the markets of Sonora. Some were introduced into the area in the 1500's by the Spaniards: pears, apples, oranges, limes, lemons, watermelons and potatoes. Be sure to try foods which may be unfamiliar to you such as *chayote* (a pale green squash about the size of a pear) and several varieties of tropical fruits like mangos, avecados and guavas.

NUTRITION

Below you can see how people in Mexico (and other parts of the world, including the United States) can meet their needs for protein by eating vegetables. The heavy line stands for complete protein. The narrow line stands for a protein which would need the addition other protein foods. This need could be met with other vegetables from the chart or with eggs, fish, meat or other sources of protein. The three main combinations are:

1. GRAINS (cereal, pasta, corn, rice, etc.)	+ LEGUMES (beans, peas, lentils)
2. GRAINS (cereal, pasta, corn, rice, etc.)	+ MILK PRODUCTS (cheese, milk, butter, buttermilk)
3. SEEDS (sesame, sunflower, etc.)	+ LEGUMES (beans, peas, lentils)

COMBINATIONS OF VEGETABLE PROTEIN



Here are a few recipes from Hermosillo:

CARNITAS

Small strips of cooked pork--from pork chops or pork roast.
Shredded cabbage--shred as for cole slaw.
Corn tortillas--fry briefly in hot grease. remove while still soft; keep warm.
Hot sauce--use bottled, or make your own.

To form carnitas: Place pork (4 or 5 strips) on tortilla; fold in half; add shredded cabbage; sprinkle with hot sauce to taste; eat like a taco.

GUACAMOLE

Mash 3 ripe avocados with a fork.
Add chopped green onions (4 or 5) and 1/2 cup grated white ranch cheese (a soft, white cheese like Feta).
Mix and serve with chips, meat, eggs.

or

Mash 3 ripe avocados with a fork.
Add 4 or 5 chopped green onions, one bunch fresh coriander chopped and two small tomatoes diced. Salt to taste.

TAMARINDO

Tamarindo: from Nayarit Tabasco Chiapas

Select firm brown pods in the market (sold by kilos).
Cover pods with water. Bring to a boil and cook gently until pods are soft.
Cool. Remove seeds. Smash the pulp and place in a strainer. Pour the cooking water through the pulp. Pour an equal additional amount of water through.
Add sugar to taste.
Serve in tall glasses with ice.

CARNE ASADA

Marinate thinly sliced T-bone or sirloin steak with limes or beer for 1/2 to 1 hour.

Grill broil over prepared coals (preferably mesquite). Turn meat only one time.

Serve with sauce (*salsa*) made from chopped:
- tomatoes (2 or 3)
- green onions (4 or 5)
- green chilis (1 small can)
- fresh or dried cilantro (1 teaspoon)

GRILLED SCALLIONS

Remove the roots from two bunches of small green onions. Wash. Remove ragged outer layer.

Wrap in foil and place in bed of hot charcoal, or on top of grill. Cook slowly until tender. Serve with *CARNE ASADA*.

HORCHATA

1 cup long grain rice
2 tsp. cinnamon
1/2 cup sugar
1/2 gallon water
1 can evaporated milk
2 tsp. vanilla (optional)

If you use barley, it's called Barley Water.

Soak rice in water for three hours. Blend it in a blender until almost pulverized. Add water, sugar and milk. Mix together. Add cinnamon and vanilla. Serve over ice in a tall glass.

QUESADILLAS

Grate Chihuahua-style cheese (found in the markets of Hermosillo and other Mexican towns--light yellow, aged).
Place grated cheese on flat flour tortilla (8" to 9" in diameter).
Heat in oven or microwave.
Serve open or folded, plain or with *salsa*.

ENCHILADA SALAD

1 chicken gently simmered in water with onions and celery until tender--cut in bite sized pieces.
3/4 lb. cheddar cheese coarsely grated.
1/2 head iceberg lettuce shredded.
1 can pitted, ripe olives
(5 hard boiled eggs)
Mix together; chill.

For dressing: add 1 tsp. chili powder to a bottle or package of Italian dressing.
Serve on a bed of lettuce. Top with slices of egg. Sprinkle with paprika.

My family likes this salad made from the filling for enchiladas. How has your family adapted Mexican food for its own taste?

Make a Mexican food cookbook for your class or school. Each person write your family's favorite Mexican food recipe on a card. Put together. Bind.

Sister Cities

"SISTERS"

Many cities in the United States keep active ties with places around the world. Hermosillo, Sonora is one of the Sister Cities related to Phoenix, Arizona. Phoenix' two other "sisters" are Taipei, Taiwan, and Himeji, Japan. Relations with a fourth city, Shiraz, Iran, are temporarily inactive due to unsettled conditions in that land. Hermosillo is also a Sister City to Norwalk, California, and Jerusalem, Palestine. The Phoenix Sisters Cities program is run by a Commission. This Commission operates out of the office of the Mayor. Members are nominated by the Commission and appointed by the Phoenix City Council.

Many different activities are carried on between Sister Cities. An article on the following page gives some general ideas. You can contact the chairperson for the city which interests you for specific details. When the cities are as close geographically as Phoenix and Hermosillo, possibilities are endless. Some types of exchanges that have been tried between these cities are:

- Formal exchange visits by the Mayor of Phoenix and the *Presidente Municipal* of Hermosillo and members of the Sister Cities Commissions of both cities.
- The Hermosillo City Band (high school) and the *Estudiantina* (see "E") have played for "Hello Phoenix."
- Sports exchanges have occurred for young people--tennis, soccer and baseball.
- Elementary and high schools have exchanged visits lasting from 3 to 5 days. Guests stay in the homes of host students.
- Clubs, such as the Phoenix East Rotary Club, conduct exchanges with sister clubs in Hermosillo.
- Phoenix business people have traveled to Hermosillo for a seminar on Products of Mexico available in Hermosillo.

"Our most cogent diplomats cannot achieve peace without understanding, and understanding can only be reached through the hearts of people."

Dwight D. Eisenhower.

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SISTER CITIES Bringing The World Together

Projects You Can Do

Sister City programs and projects are developed out of mutual desires and interest. There is no cut-and-dried pattern. Projects are only limited by the imagination and resources of the communities. In general, Sister Cities appear to succeed better when the cities are of similar size and have similar interests and ways of making a living. Through visits or exchange of correspondence, both cities discuss the types of projects they would like to carry out. When one or more projects are agreed upon, the program is carried out by the citizens on both sides.

In beginning the program, a community may wish to start by sending a group of 8 x 10 inch photographs of its city along with background material. Remember, language barriers can be overcome by various visual presentations. The affiliate may want to publish these in the local newspaper. You should ask for photos and news of the city so your local newspaper can acquaint your own citizens with your sister city.

The following are some of the types of projects which have been carried out successfully by other communities. The projects you decide on may be more comprehensive than this brief list, depending upon your community resources and ingenuity.

- Exchanges of visitors, officials, prominent citizens, musicians, students, teachers, professionals, news reporters, radio and TV, labor, etc.
- Organized tours. Hospitality and ceremonies for visiting groups.
- Club affiliations. Development of relations between such groups as Lions, Rotary, Boy Scouts, Girl Scouts, women's clubs, and hobby clubs, etc., with their counterparts in the sister city.

SISTER CITIES
INTERNATIONAL

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Washington, D.C. 20006
Tel: (202) 293-5504

- Letter writing. When exchanging correspondence with a community that speaks another language, a Langauge Resource Committee is essential. Other than face-to-face visits, one of the most important ways of exchanging ideas with overseas contacts is through the personal letter.
- School affiliations can be a stimulating activity if organized within your educational system. They can be a strong adjunct to your school's language, history, cultural and other programs. There is no end to the fascinating projects young people can engage in to enlarge their horizons of learning.
- Technical and professional exchanges can have benefits to both communities far in excess of the limited costs involved. Many U.S. cities and their affiliates have exchanged experts in transportation, housing, medical systems, etc.
- Radio contacts between sister cities can be made by amateur shortwave radio operators. Special broadcasts on records or tape are made for use abroad.
- Art exhibits. Both school children and members of local art clubs exchange art work with their overseas counterparts. The material is often exhibited in public buildings and merchants' windows in both towns.
- Photo exhibits. Camera clubs of both towns exchange collections of stills, slides and documentary motion pictures.
- Sending of mementos, not on a charitable basis, but of mutual interest and respect. Gifts are generally modest ones.
- Exchange of music, recordings and plays.
- Publication and preparation of food recipes from the foreign country.

INTERNATIONAL FRIENDS:
Rafael Alvarez Figueroa
School: Colegio de Sonora
Hermosillo, Sonora
Tim Bentley
School: Richard E. Miller
Phoenix, Arizona

The Role Of Sister Cities International

Sister Cities International (the principal program of the Town Affiliation Association of the U.S., Inc.), a tax-exempt, non-profit organization, headquartered in Washington, D.C., fosters better international cooperation and understanding through Sister City relationships between cities in the U.S. and other nations. The National Association was created by participating U.S. cities to provide a forum through which its membership could express their concerns and actively work to meet the challenge of bettering international relations in the world today.

Sister Cities International gives the community a central clearing point to which it can turn to obtain assistance and information about programs. It provides direct contact with embassies, government agencies and organizational resources in the U.S. and throughout the world.

The National Association can assist you to start your program and help you carry out the many exchanges possible by providing you with information and advice when needed. A single community trying to do the job alone does not have the resources, but in cooperation with many communities, and with the resources of the National Association, these goals can be accomplished.

What are the Phoenix Sister Cities?

Hermosillo, Sonora, Mexico . . Al Hagan, Chair
Himeji, Japan. . . . . Dick Allen, Chair
Taipei, Taiwan . . . . . .Lee Stava, Chair

PHOENIX SISTER CITIES COMMISSION CHAIRMAN: DICK ALLEN, OFFICE OF MAYOR

EXECUTIVE DIRECTOR: DAN KAUFHERR

MAYOR: MARGARET HANCE

Additional contact for Mexico: Henry S. Guthrie, Jr.

OFFICE OF THE MAYOR: 251 W. Washington St., Phoenix, Arizona 85003

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SISTER CITIES INTERNATIONAL

Principal program of the TOWN AFFILIATION ASSOCIATION OF THE U.S., INC.
Suite 424-26, 1625 Eye Street, N.W., Washington, D.C. 20006
Phone: (202) 293-5504

Hermosillo and Phoenix have been Sister Cities since 1976. As capitals of their states these cities have a great deal in common. Many people from both cities have families living in the other state. People in both cities are curious about the life styles and interests of the people across the border. And many people conduct business in both states. The continued success of the relationship between these cities depends on the efforts of the citizens. The former Chairman of the Phoenix Sister Cities Commission, Henry S. Guthrie, Jr., "feels strongly that the program between our two cities must be 'People to People'." Individuals and groups need to take the initiative to establish ties with people and groups of similar interests in the sister town. Following are a few more details about programs that work:

SCHOOL EXCHANGE

Since 1977 exchanges have been held between schools in Phoenix and Hermosillo. These have involved students, parents and teachers in both elementary and high schools from the following districts:
In Phoenix: Washington Elementary, Alhambra Elementary, Madison Elementary, Phoenix Union High School and Glendale Union High School.
In Hermosillo: Secundaria Federal #2, Federal #3, Angel Arriola, Heriberto Aja, Colegio de Sonora, Club de Leones #5, Vicente Mora.

The exchanges take place as follows: participants travel to the Sister City by automobile, plane or bus. In the host city they spend from three to five days living in the homes of families. Their itinerary includes a visit to the host school and to points of interest in the city. In Hermosillo this may mean a trip to Kino Bay, to the Casa de Cultura or even a quick trip to Guaymas. In Phoenix it usually includes shopping at Metrocenter, a trip to the Zoo and a tour of our state capital.

Henry S. Guthrie, Jr., former Chairman of the Phoenix Sister Cities Commission, Adolfo Seldner of Hermosillo and former *Presidente Municipal*, Dr. Ramon Angel Amante Echeverría, meet to establish the School Exchange Program between Phoenix and Hermosillo.

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On the elementary school level children as young as six or seven have participated in the program. In this case a parent travels with the child, stays in the home of a host family and participates in all the exchange activities. Upper elementary and high school students travel with adult sponsors.

Enthusiasm for the experience runs high. Participants express satisfaction with themselves that comes from knowing they have traveled successfully in another country. They've had a good time, they've learned to communicate and they've done and seen many new things. In addition, they feel great about other people. The level of trust within their own group is high. They have learned that they can trust their leaders, their friends and people they don't even know. For many it's a lifetime of learning in one weekend.

CLUB EXCHANGE

One person plus a good idea shared with a receptive group = a successful program. Rudy Zepeda, a member of the International Department of the Valley National Bank, was the person. His idea was to have his Rotary Club, Phoenix East, share some experiences with a Rotary Club in Hermosillo. His club liked the idea, and today the program is a success.

For the past six years the Phoenix East Rotary Club and the Hermosillo Pitic Rotary Club have conducted a yearly social exchange. These exchanges take place in the fall or winter about a month apart. Members of the Rotary Club and their wives travel to the Sister City where they are entertained for 3 days and two nights by their sister club. Activities usually include a dinner dance and visits to local places of interest.

These times together have led to other things. For example, several years ago Phoenix East and the valley Rotary Clubs raised money to send a kidney dialysis machine to a hospital in Hermosillo. In addition, during the 1981-82 school year Rosalinda Gonzales, a graduate of secondary school in Hermosillo, has spent a year in Phoenix. She is the daughter of Hermosillo Rotarian, Juan Gonzales. While in Phoenix, she lived with two families. She carried a full load of classes at Camelback High School. Her goal? To learn to speak fluent English.

Such experiences bring people together. Understanding develops--and care. Little problems are solved--and big ones. Confidence grows in one's ability to solve the problems of the world. One person with a good idea and the strength to act on it can make a difference. Rudy Zepeda is no longer living. But his idea is, carried on by the members of the two civic groups: Phoenix East and Hermosillo Pitic. In Phoenix the exchange coordinator is Mr. Howard Powers.

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PEACE

It appears that wherever there are people, disagreements and conflicts take place. Because of that Sister Cities International works to promote peace throughout the world. Follow-in is an exercise which can help you find ways of dealing with conflict in your own classroom--and even beyond. It can help you to promote peace wherever you are.

DEALING WITH CONFLICT: In the Classroom and Beyond

OBJECTIVES:

Participants will:
1. identify their usual responses to conflict situations
2. identify alternative ways to deal with conflict
3. explore the use of these alternatives beyond the classroom.

DIRECTIONS:

1. Identify Usual Conflict Responses

   List various responses to conflict on cards and place them around the room. Each participant is to find the card that indicates his or her common way of dealing with conflict. Invite at least one member of each group to tell why they respond that way. Some suggested responses for the cards are:

fight	try to compromise
threaten	save up angers for a blowup
withdraw	kick something
cry	kick someone
yell	insist you are "right"
blame	insist things be done "my way"

   Have available blank cards for additional responses.

2. Identify Alternative Approaches

   Invite participants to pair up to discuss some conflict that each one has experienced at home, at school, or in the life of a friend. Introduce this with the following ideas: All people get angry and have times of conflict. Conflict can be a way to grow, or it can be destructive to the people involved. When the situation gets destructive, the conflict has been set up to mean "I win--You lose." Winning the argument becomes more important than finding the best answer.

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We want to change these "I win--You lose" confrontations into "I win--You win" problem solving situations. Think of some that have arisen in your life. With your partner briefly explain your conflicts to each other.

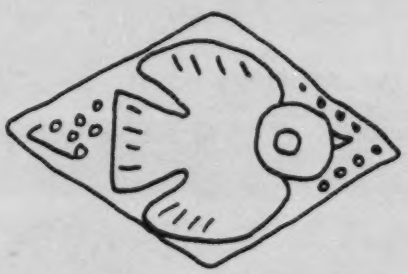
Taking the other side. Locate yourself in a conflict situation which is your own. Make yourself argue from your opponent's point of view for three minutes. Your partner is to observe closely and be able to answer the following questions: Were you really able to get into your opponent's feelings? Can the problem be solved taking into account the feelings of all persons? Now let the other person argue the opposing side of his or her conflict for a full three minutes. Answer the same questions for your partner.

Other alternatives: Think of your conflicts again. Meet in pairs and brainstorm all the ways you can think of that your conflicts might be settled. Do not evaluate or judge. Just spin off a list of many possible alternatives. Make yourself, when the list is completed, come up with additional alternative solutions to the problems. Between you and your partner decide which answer would be the best for all persons involved.

3. Beyond the Classroom

Ask the group to discuss these questions: Which approach worked best? What are the results of dealing with conflict in these creative ways?

Invite the group to discuss how the alternative approaches to conflict might work in the world. These are steps in the process of negotiation. Is negotiation one of the alternative ways to deal with conflict in the community, nation, world? How might that happen?



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THINKING ABOUT PEACE

Peace does not necessarily mean just the absence of war. Think and write about what conditions would be necessary to make peace:

for your personal self --

in your home --

in your classroom --

throughout the world --

During the presidency of Dwight David Eisenhower, Harold Stassen was an Ambassador for Peace. He visited many countries to help them deal peacefully with one another. What could you do to promote peace when you become an adult?

What would you have to do and to learn in order to carry out your answer above?

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GLOBAL EDUCATION

Following is a statement by Kurt Vonnegut from the book, FREE TO BE, YOU AND ME.

I've often thought there ought to be a manual to hand to little kids, telling them what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on. I tried to write one once. It was called Welcome to Earth. But I got stuck on explaining why we don't fall off the earth. Gravity is just a word. It doesn't explain anything. If I could get past gravity, I'd tell them how we reproduce, how long we've been here, apparently, and a little bit about evolution. One thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in the first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive. It's also a source of hope. It means we don't have to continue this way if we don't like it.

STUDENT:

Write a statement telling in your own words what you think Vonnegut is talking about:

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Sister States

SONORA ARIZONA

Arizona-Mexico and Sonora-Arizona Commissions

The Arizona-Mexico Commission promotes the flow of life back and forth across our border with Mexico. This vital exchange takes place in many ways, including the following:

Education	Commerce
Public Health	Industry
Tourism	Art and Culture
Agriculture	Finance

The Commission is a non-profit corporation chaired by the current Governor, Bruce Babbitt. The Commission coordinates activities which promote good relations with Mexico. Special attention is given to the nearest neighbor to the south, Sonora.

Leaders of the organization are:

President	Philip A. Robbins
Executive Director	Antonio Certóssimo
Vice-Chairman	J. A. "Ted" Riggins
Vice President	Armando de León
Treasurer	James M. Leinenkugel

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The Commission's primary objectives are:

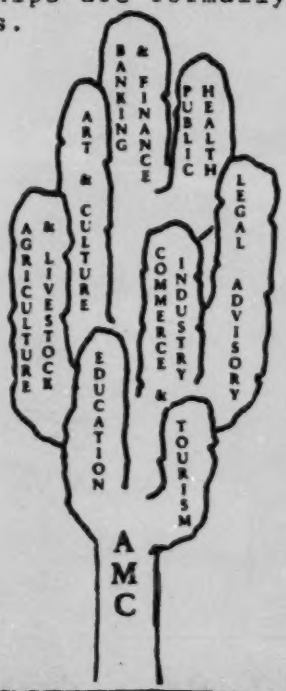
- to promote good will, understanding and mutual development of the governments of Arizona and Sonora...
- to assist and advise governmental authorities as well as public and private institutions when requested--and when deemed appropriate by the Governor's office.
- to form programs to carry out these goals, with the approval of the Governor.

Arizona and Mexico -- We Need Each Other

Arizona and Sonora have much in common. The response of each of these states to the challenges of its environment is of interest and use to the other state. The exchange of ideas and people adds to the quality of everyone's life.

In all the areas of common interest (such as health, education, and agriculture) persons visit back and forth. They watch, listen and learn. Each country has model programs from which the other can profit. The Arizona-Mexico Commission helps make sure that such exchanges take place.

The Commission supports the Sister Cities Program. They make contacts with Mexican cities and tell interested cities how they can find a "sister." New Sister City relationships are formally recognized at Arizona-Mexico Commission meetings.



Sonora-Arizona Commission

The counterpart organization in Sonora is the Sonora-Arizona Commission. Its goals are similar to those of the Arizona-Mexico Commission. Officers are:

Chairman:	Governor Samuel Ocaña G.
President:	Alfonso Aguayo
Executive Secretary:	Enrique A. Corella

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Sonora

Sonora is the second largest state in Mexico. Its territory includes 184,934 square kilometers, 9.4% of the country. It is a land of contrasts, with mountains and deserts, inland and sea, ancient pueblos and modern, bustling cities. Sonora has long been loved by the many native groups who live there. It held a fascination for the explorers from the "Old World."

The 1980 census found 1,498,931 people in Sonora. Of these 753,737 were women and 745,194 men. The largest single group is children aged 5 to 14. The population density is 8.2 persons per square kilometer. Seventy-six percent of the people own their own homes, 24% rent. Twenty-four percent of the homes are on one floor, 76% two floors or more. Sixty-nine percent of the homes have electricity and 79% running water.

The major industries in Sonora are: mining, agriculture, marine (ocean products and research), manufacturing and tourism.

THE PLACE OF SONORA
IN THE COUNTRY OF MEXICO

WHY IS IT CALLED SONORA?

Several stories point to the source of the name, "Sonora."

#1. On the 4th of July, 1533, Diego de Guzman, nephew of the governor of New Galicia, Nuño Beltran de Guzman, left from Culiacán with the order to find the Seven Cities of Cibola. After exploring the northern part of Sinaloa, he arrived at the Mayo River on September 24, 1533. There he learned of another river located seven or eight days journey to the north. On the 7th of October, the Day of Our Lady of the Rosary (*Nuestra Señora del Rosario)*, his group arrived at the Yaqui River. As was done from time to time, the place was given the name of the saint whose day was being celebrated when the land was discovered. So, it is said that the land was called *Nuestra Señora*--later changed to "Senora" and finally to "Sonora." This is explained by the fact that the Indians in the area did not use the *"ñ"* in their language and therefore changed the word.

#2. In 1536, Alvaro Núnez Cabeza de Vaca crossed the area of present day Sonora from north to south. His group carried with it an image of *Nuestra Señora de las Angustias* drawn on a chamois skin. The Opata Indians, unable to say *"ñ,"* called the *Señora,* "Senora," or "Sonora."

The first person to call the state Sonora in his reports was don Francisco Vásquez de Coronado. When passing through the area in 1540, he reported he had crossed the Yaquimi, Corazones (near Ures) and the Valle de la Sonora. The explorer Ibarra made a similar trip in 1567 and reported traveling through the Valles de Señora y Corazones.

#3. Cristobal de Cañas, a Jesuit priest, explained the origin this way in 1740: According to the old Opata Indians who are still living, the name comes from a muddy spring that is about a half a league from the town of Huepac. This spring appears to be in the middle of the Province. Indians living in *rancherías* around the spring make their little houses out of sugar cane and corn stalks. Their word for the corn leaves *(hojas de maiz)* is *"xunut"*--conjugated as "sonot," or "sonota." The Spaniards who came did not understand and they called the word--and the area--"Sonora."

Another similar version is that the term comes from the Papago word, "sonosta" which means "a place of corn."

#4. The current dictionary definition of "Sonora" is "sound, clear, loud, resounding." One further explanation is that the word refers to the sounds made by the rich minerals of the State of Sonora.

FIESTAS IN SONORA

MONTH	NAME OF FIESTA	DATE	WHERE CELEBRATED
January	New Year's Day	January 1	Mexico
	Three King's Day *(Día de los Santos Reyes)* (gifts to children in their shoes)	January 6	Mexico
February	Constitution Day (forming of constitutions of 1857 and 1917)	February 5	Mexico
	Día de la Candelaria	February	Mexico; Moctezuma
	Carnaval	February and March	Guaymas
March	Birthday of Benito Júarez, former President of Mexico	March 21	Mexico
	Semana Santa (Special Yaqui celebrations)	Weeks before and after Easter	Yaqui areas and Mexico
April	The Defense of Caborca *(Fiesta de la Defensa de Caborca)*	April 6	Caborca
	Children's Day *(Día de los Niños)*	April 30	Mexico
May	Labor Day	May 1	Mexico
	Fiestas de la Primavera	May	Nogales
	Cinco de Mayo (battle of Puebla 1862)	May 5	All Mexican areas, special celebration in Nogales
	Mother's Day	May 10	Mexico
	Día de la Marina	May 31 - June 1	Guaymas, Rocky Point, other coastal towns
June	Copper Fair *(Feria del Cobre)*	June	Cananea
	Mayan Fiestas	June 24	Navojoa Viejo, Semana Santa, San Juan

July	Grape Fair *(Feria de la Uva)*	July	Caborca
	Fiesta de la Vendimia	July	Hermosillo
	International Fishing Tournament *(Torneo Internacional de Pesca)*	July	Guaymas, Kino Bay, Rocky Point
	Trece de Julio (Military and civil triumph under leadership of Jose Maria Yanez, July 13, 1854)	July 13	Guaymas
August	*Fiestas de San Lorenzo*	August	Huepac
September	President's Annual Report to the nation	September 1	Mexico
	Independence Eve and Day (Independence declared 1810)	September 15, 16	Mexico
	Fiestas Patrias	September	Hermosillo
October	St. Francis Day *(Fiestas de San Francisco)*	1st week in October	Magdalena
	Columbus Day *(Día de la Raza)*	October 12	Mexico
November	Day of the Dead *(Día de los Muertos; Día de los Angelitos)*	November 1, 2	Mexico; Yaqui areas
	Cotton Fair *(Feria del Algodón)*	November	San Luis Río Colorado
	Anniversary of the Mexican Revolution (1910)	November 20	Mexico
December	*Fiesta de la Virgen de Guadalupe*	December 12	Mexico, Suaharipa
	Christmas Season *(Posadas*, parties, etc.)	December 16 - 25	Mexico
	Christmas	December 25	Mexico
	All Fool's Day *(Día de los Inocentes)*	December 28	Mexico

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EMBLEM - STATE OF SONORA

You can color this emblem (*escudo*) of the State of Sonora.
It was adopted by the State Legislature on April 15, 1944.

Center Triangle:
Dancer's Cap--Red
Dancer's Skirt--Blue

Border--Blue

Left Triangle:
Background--Green

Right Triangle:
Background--Red

Left Bottom:
Background--Yellow
Cow's Body--Brown

Right Bottom:
Right side and island--Beige
Left Side--Blue

The various parts stand for:

RED, WHITE AND GREEN BACKGROUND--the colors of the Mexican flag.

MOUNTAIN, PICK AND SHOVEL--Sonora's mining industry.

YAQUI DEER DANCER--the various Indian groups of the State.

BALES OF WHEAT--Sonora's growing agriculture industry.

BULL--Sonora's cattle industry.

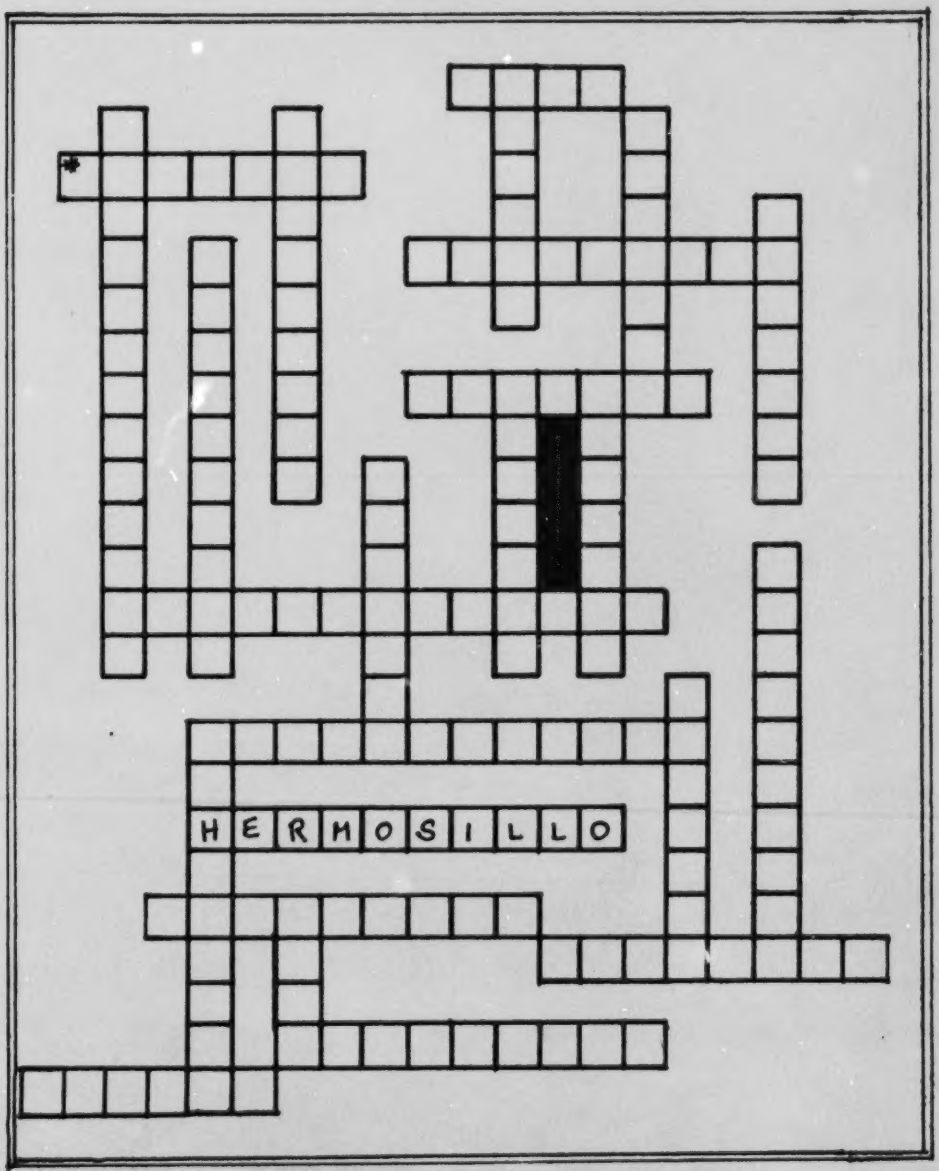
COASTLINE, TIBURON ISLAND, SHARK--the marine industry.

CITIES AND TOWNS OF SONORA

Place the names of the following cities and towns (ciudades y pueblos) of Sonora in the blanks on the right. NOTE: there are no spaces between words in 2-word names (like SanCarlos). How many of these towns have you visited?

*Fishing town--80 miles south of Hermosillo

AGUA PRIETA
ALAMOS
ARIZPE
BAHÍA KINO
BENJAMIN HILL
CABORCA
CANANEA
CIUDAD OBREGON
DESEMBOQUE
EL ROOEO
EMPALME
ESPERANZA
HERMOSILLO
MAGDALENA
NACO
NACOZARI
NAVOJOA
NOGALES
PUERTO PEÑASCO
SAHUARIPA
SAN CARLOS
SONOITA
URES



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Travel

Tourism is a developing industry in Sonora. The total number of tourists in 1980 was 1,150,000. Of these, 72.5% were Mexican and 27.5% were foreign. This was an increase of 2.3% over 1979. These tourists brought an estimated $1,970,000 pesos (at a rate of $22 pesos per American dollar) into Sonora. The daily expenditure per tourists is estimated at $596 for foreign visitors and $830 for national (again, pesos at 22:1).

Forty percent of the foreign tourists headed for Rocky Point, 25% to Guaymas and San Carlos. The remainder went to Kino Bay and other parts of the state. Most visits were for fun.

Mexican tourists traveled primarily to Hermosillo, Guaymas, Ciudad Obregón and Nogales. Their trips were for business and/or shopping.

Tourist accommodations in Sonora include:

116 hotels and motels (5,943 units)
251 restaurants
13 car rental agencies
59 bars and nightclubs
19 travel agencies
1,757 spaces for travel trailers.

A TRIP TO HERMOSILLO

DIRECTIONS:

Copy the following two pages. Place them end to end on tagboard, overlapping as indicated, to form a game board. Copy the task cards and cut them apart. Glue to tagboard cards. Shuffle and place upside down on the game board. Use a die or spinner to determine the number of moves players should make. Three or four persons may play the game at one time. Use plastic markers for "men." Roll the die (or spin). Take the number of moves indicated. Take turns until one persons reaches HERMOSILLO and is the winner.

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A TRIP TO HERMOSILLO

PHOENIX

Take a card.

Gila River

CASA GRANDE

Place task cards here.

298 km.

Take a card.

SAGUARO NATIONAL MONUMENT

ARIZONA-SONORA DESERT MUSEUM

TUCSON

Airport

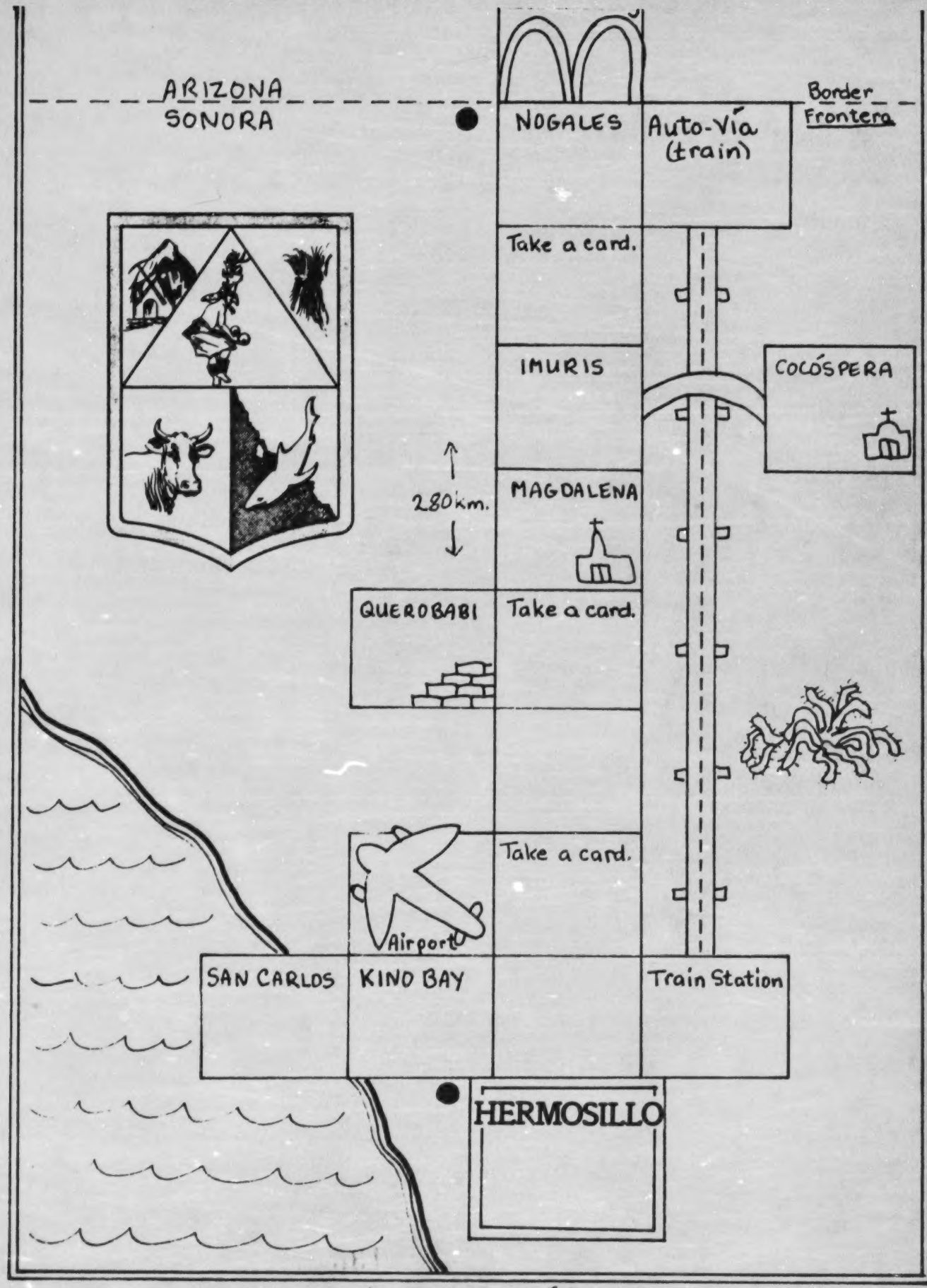
SAN XAVIER DEL BAC

Take a card.

136

overlap to the first line 126

Port of Entry



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You're tired of driving. Catch the Auto-Vía train to the station outside Hermosillo.	Take a side trip to Kino Bay.
You forgot your tourist card. Miss one turn while you fill out another one.	You have a flat tire. Miss one turn while you repair it.
Take a detour to the Arizona-Sonora Desert Museum.	You are a V.I.P. You have a police escort to the border.
Go to Magdalena to visit Father Eusebio Kino's grave.	Take a side trip to the mission at Cocóspera.
Go to the Tucson airport and take an AeroMexico plane to the Hermosillo Airport.	Take a side trip to San Carlos to go fishing.

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You decide to spend the night in Nogales. Miss one turn. (Go to Nogales.)	Go to Magdalena for lunch.
Go to Nogales to shop. Miss one turn.	Go to Magdalena to buy sugar cane.
Take a side trip to the town of Querobabi to visit a brick-making factory.	You're held up at the border while your car is inspected. Miss one turn.
Go to Imuris for green corn tamales and quesadillas.	Miss one turn while you buy auto insurance at the border.
Visit the mission church at Imuris. Miss one turn.	You're looking for Sonora Rathbun cactus alongside the road. Miss one turn.

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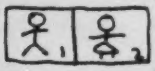
SAMPLE TRAVEL PERMIT

DOCUMENTO IMPORTANTE. NO LO PIERDA.
IMPORTANT DOCUMENT. DO NOT LOSE IT.

No. B 43265189736

APELLIDOS SUR NAME	*NOMBRE* FIRST NAME

SEXO SEX  *EDAD* AGE ☐ *SOLTERO* SINGLE ☐ 1 *CASADO* MARRIED ☐ 2 *DIVORCIADO* DIVORCED ☐ 3 *VIUDO* WIDOW ☐ 4

0 *PROFESIONAL* PROFESSIONAL | 1 *GENERENTE, ADMINISTRADOR* MANAGER, ADMINISTRATOR | 2 *OFICINA PUBLICA* PUBLIC OFFICIAL | 3 *COMERCIANTE* MERCHANT

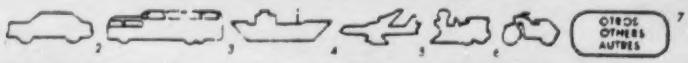
4 *AGRICULTOR* FARMER, | 5 *CONDUCTOR* CHAUFFEUR | 6 *OBRERO* WORKER | 7 *SERVICIOS* PERS. SERV. | 8 *FUERZAS ARMADAS* | 9 *ESTUDIANTE* STUDENT

LUGAR DE NACIMIENTO PLACE OF BIRTH	*NACIONALIDAD ACTUAL* PRESENT NATIONALITY

DOMICILIO PERMANENTE
PERMANENT ADDRESS

PASAPORTE PASSPORT NO.	*EXPEDIDO EN:* ISSUED AT:

DESTINO PRINCIPAL EN LA REPUBLICA MEXICANA
MAIN DESTINATION IN THE MEXICAN REPUBLIC:

MEDIO DE TRANSPORTE
MEDIUM OF TRANSPORTATION 

PARA USO OFICIAL FOR OFFICIAL USE

AUTORIZADO PARA PERMANCER AUTHORIZED TO STAY ☐ *DIAS EN EL PAIS* DAYS IN THE COUNTRY

AUTORIZACION PERMIT NO. *DE FECHA* DATE

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SELLO Y FECHA
OFICINA EXPEDIDORA

Understanding

MEXICO

For some people Understanding Mexico is a life-long task. Certain individuals even focus on a particular aspect of Mexican life for their study--economics, language or politics, for example. Here we offer just a beginning idea to help you start to understand. It is an article about the people of Mexico and their changing customs.

TO UNDERSTAND LIFE IN MEXICO, CONSIDER THE DAY HONORING DEAD

By Lawrence Rout, Staff Reporter for the Wall Street Journal

HUEJUTLA, Mexico - Maria Sanjuan works silently in the cemetery, sweeping clean the plot where her father recently was buried. She cries, she says, because the dirt is still fresh, and it only makes her miss him more.

When the plot is clean, Mrs. Sanjuan makes the sign of the cross and takes a tamale, a cigaret, a chocolate bar and a Pepsi from a bag. She puts them on the grave. "This is my father's favorite food," she says, sitting in the dirt nearby. "I bring it so he can enjoy it, and I will wait for him to take it."

For many Mexicans, Monday was the annual culmination of a year-round preoccupation. It was Nov. 2, the day on which they honor their dead.

A strange combination of pagan and Catholic tradition, the Day of the Dead tells a lot about the mosaic that is Mexico's culture--and about how it is changing. An increasing number of Mexicans, mainly in the cities, ignore the day; they go through the formalities or do nothing at all. But in thousands of places like Huetjutla, a mountain town about 150 miles north of Mexico City, Nov. 2 is the most important day of the year, as it has been for centuries.

"The Day of the Dead is a barometer that gives a reading of the changes in Mexican society," says Frederico San Roman, a psychiatrist in Mexico City. "Some places are changing very rapidly and the Day of the Dead reflects that. But in many other places, change is still very superficial and much that was still is."

Doll in a coffin

In such places, death is everywhere in the weeks before Nov. 2. Bakeries pile their shelves high with special bread in the shape of bones. People buy sugar skulls with their names on them. Radio stations have daylong special programs with songs about death.

Novice poets write pieces that jokingly refer to those alive as dead. They give the verses to friends, send them to newspapers or just sell them on the streets. "He could never lose weight so he died," one poem in Huetjutla reads. "And now he is burning in hell and the devil is feasting on him."

UNDERSTANDING MEXICO--

In a market, two days before the holiday, a woman lifts her small son in the air so he can see a toy display. There's a doll lying in a coffin with his arms crossed, nuns praying around him. The child's eyes light up. That's the toy he wants. His mother buys it for him.

Although the Day of the Dead falls on the same date as All Souls' Day elsewhere in the Catholic world, the celebration is very different in Mexico. When Spaniards conquered the Aztecs, anthropologists say, they found a pagan culture that honored its dead in commemorations sometimes lasting months. The Spaniards took that obsession and institutionalized it.

"The trappings are Catholic--the praying, the candles, the idea of the spirit of the soul," says Amparo Parres, an anthropologist in Mexico City. "But the idea that a dead person comes and feasts is very Indian." Also very Indian, she says, is the Mexican attitude toward death, very much in evidence around the Day of the Dead.

The way of death

"We don't fear it," Mrs. Parres says. "It is something which we constantly joke about, which we eat with, which we play with as children. That way we become familiar with death. The way of death for Mexicans is the way of life."

Mr. Sam Roman, the psychiatrist, sees something else in the holiday. "I think it comes from an incompatible fusion of the Aztec and Spanish cultures," he says. "Foreigners implanted their ideology, religion and culture in Mexico. We all became Catholic. But it was unsatisfying, and Mexicans retain an intense distrust of foreigners. We react by consciously or unconsciously keeping our very non-Catholic ways."

Nov. 1 is the Day of the Dead Children. There are many of them. This is a country where you ask a mother how many children she has and her first response is likely to be, "Alive?"

Families make altars in their homes, filling them with flowers and food. They make tamales without peppers, so the spirits of the dead children won't have to eat spices. They cook rice, soup, chocolate, and broths. With the petals of orange marigolds, they make a path from the altar to the front door, so the children can find their way.

Caridad Sierra Mendoza remembers that when she was a child the town's priest denounced such practices as pagan. Then one night the priest dreamed that spirits of the dead children danced around him. When he looked at them, he saw they had no eyeballs. "He never bothered us again," Mrs. Mendoza says triumphantly.

In an effort to keep such traditions alive, the Mexican government builds a sample altar to remind people of their heritage. Some schools demand that children be taught the ancient rites.

But it is a difficult struggle. Rural Mexicans are moving to the cities, making it tough to go home to honor dead relatives. Other urban Mexicans are ashamed; it is something that's done in the country, they say.

City cemeteries become tourist meccas on the Day of the Dead. Three days, two nights, one hotel advertisement reads; includes one meal, tips, tax, and a taxi ride to the cemetery. Some Mexicans offer to let tourists watch their graveside picnic for a small fee.

Now, Halloween

Such commercialism bothers guardians of Mexican tradition. But what some see as the biggest blow is the infiltration of a foreign celebration, Halloween. In Mexico City, children in upper-class neighborhoods have begun knocking on doors to ask for candy, and some stores pile plastic pumpkins alongside the special toys for the Day of the Dead.

"They've given up the Day of the Dead for something sweeter... and valueless," says J. L. Precup, a Lutheran minister. "And it isn't even Mexican. It's imported from the U.S."

As the tradition fades, many people think much fades with it. Mexico is changing rapidly, they say, and people feel insecure. Families are leaving the country, breaking up social ties.

"The Day of the Dead is one of the most cohesive elements left in our culture, which is no small thing even when you have a country changing this quickly," says Victoria Miret, an anthropologist. "And when we are under permanent cultural attack from north of the border, anything that gives our people the sense of being Mexican is important."

Overflowing altars

But there seems little danger to the tradition here in Huetjutla. Families have set up altars in their homes for the dead adults, and many people have saved for months to till the altars with bread from the best flour, candy with the best grade of sugar, cocoa with the most expensive chocolate. Some altars are elaborate, containing beer, tequila, cookies, fruit, cigars and more. Others have just a picture of the deceased maybe with a few red flowers.

Sosimo Perez Martínez, 55, has driven 70 miles to be with his family, as he does every year. Later he will drive 150 more miles to the place where his father is buried, and he will make another altar. "This is our most important holiday," he says, sitting in a room crowded with children, the walls covered with old calendars. "Those who make light of the day or don't set up an altar have seen spirits of their loved ones sitting at a table, waiting."

At noon, the people of Huetjutla start streaming into the cemetery. They listen to a Mass, and then they bring their altars to the graves.

Mrs. Sanjuán burns incense over the grave of her father, making a cross with the smoke. A short time after she puts forth her offering, she and her husband begin to eat the food. They know the spirit of Mrs. Sanjuan's father has come and partaken of the food, they say, because it has become flavorless and the soda is now flat. "I am sad, but I feel better," she says. "We have welcomed him back, and he has come and found the things he used to like."

She soon will share the food with friends who have come to make their own offerings. Children run around the graves, setting off firecrackers and eating. The party is about to begin.

UNDERSTANDING MEXICO--

QUESTIONS FOR DISCUSSION:

Students may answer these questions individually. Then ideas can be shared in small groups or with the entire class. Use the blackboard or sheets of butcher paper to list the responses.

1. Name the various groups of people in Mexico who are identified in this article: (1) ethnic, (2) religious, (3) social.

2. What other groups in Mexico can you identify?

3. What are the changes in Mexican life that are mentioned in this article?

4. Name the various groups of people who live in the United States, using the same categories in #1.

5. What changes are taking place in the lives of people in the United States? Are there similarities to the changes in Mexico? Differences?

OPTIONAL:

Compare the attitudes and practices about death in Mexico and the United States.

CALAVERA CATERINA

CALAVERA CATERINA is the best known character of José Guadalupe Posada. Posada was a Mexican artist who died in January 1913 at the age of 42. Through his etchings and engravings he displayed his understanding of Mexico and its people. He was one of the most popular print makers of his day. The *calavera* is a skull. Prints of skulls and skeletons by Posada and other artists are sold during the season of the Day of the Dead. They are given to family and friends.

Vignettes

TEACHER: See page 183 for ideas about using these stories with students.

INDEPENDENT WOMAN

Manuela rushed around the little home she shared with two friends. She was getting ready to go to work - in the *botique* down the street. It wasn't much of a job - it didn't even give her experience in her field - chemistry. But it helped to pay the bills. All three girls were students at the University. Lupe and Victoria had gone early to class and Manuela was alone. Quickly she made her bed, and put on her clothes.

She hoped the mail would come before she had to leave. She was expecting a letter from her father. He helped pay the bills, too. And tuition at the University for next semester was due in a week.

Her father was angry. Manuela--Mono, as her family called her because, like a monkey, she was always full of tricks--had failed to go home to Magdalena for St. Francis Day. Her father and mother's anniversary was that same week. Always there was a huge celebration. Family came from miles around to ask St. Francis for good health--then stayed on to toast Manuela's parents to another year of happy life together. Always before Manuela had been there--to make people laugh...

Manuela went into the bathroom. She began to brush her hair.

There was more to it, of course. It wasn't just that their feelings were hurt. They were worried about her. She was the first daughter to go to the University--the first to go off to live in an apartment. The first to take *karate*--of all things.

"Why do you want to do a crazy thing like that," her Mama had asked.

"So I can take care of myself, Mama."

Manuela looked in the mirror. I wish they could understand, she thought. I'm not just going away from them. I can be of help to Papa when I know about chemicals. Today's farming is modern. We can't rely on horse manure to grow the crops. Grandmother understands. Perhaps she talked to him. She knows I love my family. But I want to be strong--to get an education--to be able to take care of myself.

Manuela picked up her purse and started for the door. As she reached for the knob, she heard the mailman on the porch.

She opened the door.

"Manuela," he said. "Here's a letter for you. It's from Magdalena."

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MISTAKEN IDENTITY?

Juan Pedro stood outside the *CONASUPO* market. He stuck his hands in his pockets and felt the coins. Not many, he thought. I need to earn some more. In the distance he saw the *doña* coming toward him. Thursday night--it's her evening to shop. She likes me, he thought to himself. She always smiles at me--and she always gives me a big tip.

Juan Pedro looked up toward the hills. He could almost see his house perched on the edge of a narrow lane. He thought of his mother and of her request for his help. Juan Pedro's little brother needed supplies for school--pencils, a notebook--and shoes. Juan Pedro could help, if he worked hard and earned good tips.

The *doña* approached him. He smiled at her, his most winning smile. He rushed ahead to open the door for her. *"Bueñas Noches,* Rigoberto," she said, formally. *Aiiiee,* he screamed to himself. She doesn't recognize me! She doesn't remember what a good worker I am.

"It's me, Juan Pedro, *doña,*" he said. "Don't you remember me?" He patted the flying strands of his hair with his dirty hand. "See! It's me! Your helper." The *doña* didn't answer. She walked off to do her shopping.

Juan Pedro walked to the counter where another customer was waiting for help. An old lady stood patiently with her grand-daughter--Juan Pedro took her bag. She reached for the child's hand. Juan Pedro walked them to the corner and helped them cross the street. The old woman made the child take hold of her skirt and accepted the bag from Juan Pedro. *"Gracias, muchacho,"* she said, and continued on her way.

Slowly, Juan Pedro walked back to the store. He kicked his shoes into the dirt and jammed his hands into his pockets. As he approached the store he saw a group of boys--they were friends from his soccer team. They were drinking soda pop. Juan Pedro thought they looked like they were having a wonderful time.

"Hey, Juan Pedro," they called. "Come play a game with us. We're going to the school."

"Sorry, I can't," Juan Pedro answered. "I have to work." He walked past the boys and into the store.

The *doña* was standing in line. Juan Pedro made himself busy cleaning up a sack of spilled coffee. He kept his eyes on the *doña*. He finished the job just as she was ready to have her groceries bagged.

"Bueñas noches, doña," he said softly. She smiled at him, a warm generous smile.

Juan Pedro filled the bag. He didn't dare to hope. When the *doña* had paid, Juan Pedro carried her bag to her car. She opened the door. He placed the bag on the floor in the back, just as she had always told him to. He raised up and looked at her. Does she know me? he thought. Only I, Juan Pedro, would know where to place the bag. *"Bueñas noches, doña,"* he said.

"Bueñas noches, Juan Pedro," she replied. She smiled a teasing smile and handed him a tip.

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WHO'S COMING TO DINNER?

Twelve year old Alicia stood at the gas stove gently stirring the frying shrimp. She wasn't the oldest as one might think from the fact that she was cooking supper. She was the second child. Recently, Olivia, her older sister had gotten sort of wild--ever since her fifteenth birthday. The *quinciaños* celebration had been a grand one--but it must have gone to Olivia's head. She's probably out walking up and down Boulevard Kino, Alicia thought. Always thinking about boys!

And I should be doing my homework, she said to herself. Algebra and English. The English seems so hard--but it's important to Mama that I learn it. She wants me to be able to get along in both languages--maybe get a good job like she has, in a bank. There you have to be able to talk to people the way they talk. And they get more American customers every month, Mama says.

The odor of the sizzling shrimp drew Ricardo and Jesús into the kitchen.

"Where's Mama?" asked Jesús.

"And Rachel?" echoed Ricardo.

"Rachel quit," said Alicia. "And Mama's gone to the ranches to see if she can find another maid. You two can set the table. Mama may be back soon. I hope she finds someone. It gets harder every time. The girls don't want to do house work. They want better jobs."

"Why'd Rachel quit?" asked Ricardo. "I liked her." Rachel kept the house and cooked supper for the family--for 3000 *pesos* a month and a place to sleep. In the evening she went to secretarial school. Both boys liked her. She smelled sweet and read them stories. When she came back from her home in Alamos she always brought them Mexican jumping beans.

"Her father broke his leg in the mine," answered Alicia. "She has to help her mother take care of him."

"Aw, I want Rachel," Ricardo began to cry.

"You care more about her than you do Mama," observed Jesús.

"Don't let Mama hear you say that," warned Alicia. "It's hard for her to be Mama and Papa at the same time. Mama doesn't always have time to read stories and play games with you."

"How many places should we set?" asked Jesús. "Who's coming to dinner?"

"Well, let's see," thought Alicia. "Make one for each of us here, one for Olivia, one for Mama and one for the maid. And we'll hope they all come!"

"That's six," said Ricardo.

"I know it!" said Jesús. "I can count." Quickly he set the places at the large round table.

(continued. . .)

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WHO'S COMING TO DINNER? continued. . .

Jesús climbed up on the tall stool. Ricardo sat down next to him. Alicia filled three plates with refried beans, tomatoes and lettuce. On top of each she placed four of the precious shrimp. She sat beside the boys. They all bowed their heads.

Alicia prayed:

"Thank you for our good food.
Take care of Mama and Olivia
and bring them to our table.
Also please bring us a new maid.
We'll make her feel welcome.

Amen.

The children began to eat.

"I hear something," hollered Ricardo. He jumped down from his chair and ran to the door.

"It's Mama," he called. "And she's got two people with her! One of them's Olivia. The other must be our maid."

Jesús ran to greet them, too. Alicia served their plates.

DEVALUATION

Señor Jesús María Oliveras Ochoa sat quietly in his big leather chair. The large mid-day meal of chicken and beans and rice had made him sleepy. So he was resting. And while he rested he thought:

"Upstairs my family is rushing around--getting ready to fly from Hermosillo to Tucson. Shopping, always shopping. Laura Elodia wants to buy a calculator to help keep her accounts. Ricardo wants a computer game - Head to Head I think he told me. My lovely Christina wants a flute. It's only March and they think it's Christmas. It's my fault, of course. I've tried to give them everything."

"How can we go on like this?--pretending everything is the same when it's not? The devaluation has hit me hard. I tried to plan for it, to buy land in Tucson. But that deal didn't close in time! And I've lost so much."

"It's not fair. You work and work--all day, all night, all your life. And so quickly it slips away. At forty-five I should be feeling comfortable--planning for my retirement. Now, I have to keep the pressure on. My little shop in Nogales loses money every day. I can hardly pay the help. Where do I start--to make sense of it all?"

Señor Oliveras dozed off. His snoring drowned out the sound of the footsteps on the stairs. His family was packed and ready for their trip.

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SOCIAL SECURITY

Señora Rivera bent closely toward her suitcase lying on the edge of the bed. It seemed she hadn't far to lean, for these days her body was permanently stooped. Carefully, she checked her belongings to make certain everything was there. She wouldn't return to this home in Hermosillo for six more months. That's a long time to be without something precious left behind. And she didn't want to bother her daughter to mail something to her in Magdalena. It'd probably get lost anyway, she thought. She looked through her things: cotton stockings rolled in balls, underwear, scarves, her one best dress, and a precious memento of the days when her eyes were bright and her fingers quick--a drawn-work table scarf with the *Jesús y Corona* pattern running down the sides. This was one such item she had saved. All others had been sold. She sat on the edge of the bed and held it close, then reluctantly replaced it in the suitcase.

Everything is here, she thought. But where is José Luis? Always trouble with the car!! If he doesn't come I'll have to take a taxi. And it's almost time!!

Suddenly the kitchen door burst open. In rushed the children from school. *"Abuelita! Abuelita!"* they called. "Don't leave 'till we say *'adios.'*" Jorge, Rigoberto, María Elena, and Angelita all seemed to reach her at once. They pulled her up from the bed and danced her around in a circle.

The commotion awoke Gordito, the baby who'd been sleeping on the couch. Slowly, he sat up and rubbed his sleep-filled eyes.

María Elena broke free from the group and walked to the refrigerator. She removed a pan of beans from the shelf, then began to pack a lunch for her grandmother. Into the small, cardboard box went a *burro* of refried beans wrapped with a soft, fresh flour *tortilla*, two oranges and a small hunk of goat cheese.

Gordito rolled his chubby little body off the couch. *"Cake,"* he said. *"Abuelita* needs *cake."* He started toward the table.

María Elena got there first. She lifted the overturned bowl to reveal the left-over birthday cake. Last night the family and neighbors had celebrated Gordito's second birthday. Just a bit of cake was left--with sticky yellow frosting and a part of Mickey Mouse's foot. María Elena cut the piece in two. One part she put on a plate for Gordito and the other she wrapped for her grandmother.

They heard the car drive up, its tappets knocking loudly. José Luis left the motor running lest it stop and not start again. *"Ándale! Ándale!* Mama," he called, affectionately, giving her a hug. He closed the lid on her suitcase and snapped it shut.

"Here, papa," said María Elena. "You must tie the box so she can carry it. Make a little handle." José Luis sat down at the table and swiftly made the knots in the cord to hold the box together. He'd learned to do it just so from his uncle many years ago. Quickly, he finished. He grabbed the suitcase and went out the door to the car. The children and grandmother followed.

Señora Rivera kissed the children goodbye. "I'll see you again soon," she said. "Don't cry, Gordito. I'll think of you when I eat your cake." She opened her purse and gave each child a hundred *pesos*--money she'd recently received from her son in California.

She climbed into the car. One more stop to pick up her daughter at work--then on to the train. She knew her son, Julio, would be waiting to greet her in Magdalena--to welcome her into his home. As José Luis drove off, she waved goodbye.

Jorge, Rigoberto, María Elena, Angelita, and Gordito all cried.

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Listlessly, Sergio threw the ball in the air, tossing it through an imaginery hoop. His sister, Louisa, caught it and threw it high again.

A woman appeared in Sergio's view. She wore a long black skirt. A sweater was thrown 'round her shoulders. Her sad face matched his own. "What's happening with Adolfo?" she called to him.

"We don't know," he replied. We're still waiting." He tossed the ball again.

She lowered her head and shook it. She clucked her tongue and moved on.

"Sometimes I wish they wouldn't ask," Sergio said to Louisa. "It just makes me feel worse. And yet, at the same time it's good to know we care for one another."

Louisa nodded. For days it had been that way.

Waiting.

Camped on the sidewalk in front of the *DIF Hospital*. Waiting with all the other families--waiting for news of their sick children.

With Adolfo it was his kidneys. Always he was a sickly child. Then they took one kidney. For a week now he'd been in the hopsital for tests. Maybe today, maybe tomorrow, they'd know if Adolfo would lose the other one. Then he would have to depend on a machine for his life - a terrible thing, thought Sergio - for a teenager.

The whole family had come into Hermosillo from their Yaqui village along the river. Papa had left his brother in charge of their small farm. Mama and Papa and Louisa and Sergio came to be with Adolfo.

Going to a hotel was out of the question. That takes lots of money. With a few *pesos* in their pockets they could get by--eating the food they'd carried from home. When that ran out they bought supplies at the nearby store. For a special treat they ate in the *DIF cafeteria*. And from time to time town people took them home for a bath and a hot meal.

Sergio watched as Louisa tossed the ball. In the distance he saw Mama and Papa coming toward him. They'd been to the cafeteria and then to see Adolfo. Now it was Sergio's turn to ask the question. He ran toward them.

"Que pasa con Adolfo?" he called. Sergio could see that Mama was crying. She handed him a paper bag. It contained his and Louisa's meal from the cafeteria.

Louisa caught up to Sergio. She looked at Mama and a lump appeared in her throat.

Sergio's question had been heard by the other waiting people. During the week many had become their friends. They, too, listened for Papa's words.

"Está bién, mi hijo. It's going to be OK. Adolfo can go home next week." Papa smiled a tired smile.

Sergio clapped a hand to his mouth. He dropped his bag. He and Louisa and Mama and Papa all hugged one another. They laughed and cried at the same time.

Those watching cried too. Silently they hoped for their own good news. The woman in the black skirt turned to her son. "Such good news, my son. I hope it's an omen for us all."

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What TO DO AND SEE IN HERMOSILLO

OFFICE OF TOURISM *(TURISMO)*:

The Office of Tourism has recently moved just north of the *Hotel Gandara* on Boulevard Kino. If you're driving into Hermosillo, watch for the big *TURISMO* sign over a building on your left after you pass the railroad station. A quick stop there will provide you with maps of Hermosillo and Sonora, a list of hotels and restaurants and directions to places you want to visit. They also provide information about San Carlos, Kino Bay and other places in Mexico. Open: 8:00 a.m. to 8:00 p.m. Telephone: 4-73-99 or 4-83-97.

BELL MOUNTAIN *(CERRO DE LA CAMPANA)*:

For a quick visual survey of Hermosillo, drive up the small mountain located near the center of town. You will be on federal property where the state maintains its communications installations, including the TV satellite transmissions from Mexico City. A number of years ago the road was constructed and paved with river stones. Recently the city of Hermosillo replaced all the street lamps, providing a string of lights along the way. To get there: as you travel south from the center of town, along the International Highway to Guaymas, you will see the state auditorium *(Auditorio Cívico del Estado)* on your right. Turn left at the next little street, Calle del Cerro.

CHILDREN'S PARK *(PARQUE INFANTIL)*:

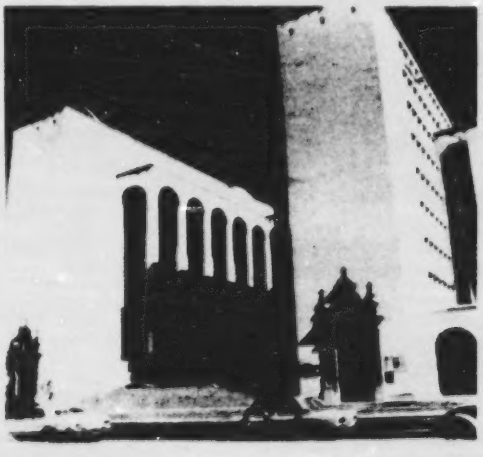
Next to *Madero Park*, east of the center of town, is the Children's Park. It contains picnic tables, a permanent amusement center and a special section which can be rented for birthday parties and other celebrations. Open: Tuesday through Sunday.

COYOTA FACTORY:

Several factories make *coyotas*, the shortbread specialty of Hermosillo. You'll find at least one on Zaragoza Street and two on No Reelection Street south of the center of town in Villa de Seri. Small signs on the doors say, *"Coyotas."* *Coyotas* are flat pastries (4" to 5" in diameter, 3/8" thick) made of lard, flour and salt. They are filled with unrefined brown sugar made from local sugar cane. Delicious! These shops also carry an assortment of other sweet products: *obleas*, large flat cookies made of two crisp, paper-thin wafers held together with nuts and honey (sold in stacks); *jamoncillo* and *panocha*, delicious sugar cane products; *membrillo*, jellied, condensed quince--a specialty of nearby Magdelena; and *empanadas*, small pies--the ones sold here are sweet.

DAM *(PRESA ABELARDO L. RODRÍQUEZ)*:

Waters from the Sonora and San Miguel rivers are captured in the *Presa Abelardo L. Rodriquez* in order to control flooding and to provide a source of water for agricultural use. In addition, this water is used in homes and for industry in Hermosillo. The dam was completed in 1947 at a cost of $22,156,143.47 *pesos* and was named for Sonora's governor at that time, Abelardo Rodríquez. Its capacity is 253.3 million cubic meters. The dam and lake are located east of town. To limit pollution swimming and boating are not allowed.



UNIVERSITY OF SONORA *(UNIVERSIDAD DE SONORA)*:

The University of Sonora is an important element in the life of Hermosillo and Sonora. It was established in 1943 following a long period of anticipation by the community. Run on the semester system, it offers educational programs in the fields of nursing, law, economics, accounting, agriculture and chemistry. Because it is largely supported by tax dollars, students attend free. The University owns a television station and a cultural radio station which offers a wide variety of special interest programs from around the world. Throughout the year the University sponsors cultural events for the community. It is located on the SW corner of Boulevards Luis Encinas and Rodríquez, near the center of town.

MUSEUM AND LIBRARY *(MUSEO Y BIBLIOTECA)*:

The University maintains a museum and library on the SE corner of Luis Encinas and Rodriquez Boulevards. The permanent exhibits in the museum include the Archaeology of Northwest Mexico and Modern Art. The Archaeological portion of the museum is open from 9-1 and Modern Art from 9-5, daily. The library is open Monday through Friday from 7-5.

DISCOS:

Disco dancing is enjoyed in Hermosillo by all kinds of people. The many "Discos" open their doors around 9:00 p.m. and continue to offer music and drinks until three or four a.m. In Hermosillo, try the main hotels, or any of several neighborhood *discotecas*.

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THE CHAPEL OF SAN ANTONIO:

This old chapel in the Villa de Pitic was built in stages, starting in 1816, on land donated from the orchards of a private family. It was served by a parish priest and provided a religious center for families in the area. The building was never completed and was finally abandoned in 1858 due to heavy flooding. Restoration was started in 1978--a roof has been built and religious activities are again taking place. It is hoped that additional funding will become available so that its restoration can be completed. To get there: from town travel west on Yucatán. Turn left on Calle de la Reforma. Then right on Dr. Paliza and left at Sahuaripa. The church is about three blocks down on your right. The courtyard is paved with cement tiles, and a playground adjoins the chapel on the left.

INSTITUTE OF ANTHROPOLOGY AND HISTORY *(INAH):*

The Institute of Anthropology and History maintains its office near the cathedral at Dr. Paliza 51, Londres and Campodonico. This institute conducts research into the origin and development of life in Sonora. The office is open from 8-3 Monday through Friday. The Museum at the *Casa de la Cultura* is permanently assigned to *INAH* for the presentation of exhibits on the anthropology and history of Sonora. Its hours are 9-1, weekdays.

CASA DE LA CULTURA:

Built with both state and federal funds, the *Casa de la Cultura* was dedicated in October of 1980. It is a beautiful facility which houses a variety of exhibits and events for the community. Be sure to request information about the current offerings. It is located southwest of Bell Mountain on the right side of the main highway to Guaymas (just across the river).

KIOSKO DEL ARTE:

This cozy exhibition hall is located at the edge of the park in the Colonia Pitic residential area. It houses exhibits of painting, photography, sculpture and other art media. Hours: 9-6 daily. When visiting the *Kiosko*, be sure to visit also the church, *Parroquia del Espíritu Santo*, at the top of the hill to the northwest.

SUGAR CANE PLANTATIONS:

Sugar cane arrived in the "new world" from Europe in 1493. It was carried from Santo Domingo to "New Spain" by Hernan Cortez in the early 1500's. Spanish colonizers brought the cane into Sonora where, at one time, it was grown throughout the region. Plantations continue to provide sugar to the Mexican people and to provide a living for families in the area of San Rafael and Guadalupe de Ures, just 75-80 kilometers NE of Hermosillo. There, in the fall, it is possible to see the cane being harvested and the sweet stalks cooked down into syrup. This process produces *mancuernas*, the cups of unrefined brown sugar formed in hand-hewn wooden molds and put together in pairs with nuts in the middle. Also made, and sold by local roadside vendors, are two forms of sugar cane candy, *jamoncillo* and *panocha*.

SHOPPING *(IR DE COMPRAS):*

With a little searching one can find just about anything for sale in Hermosillo. Be sure to check in the telephone book yellow pages under: *Arte Mexicano*, *Artículos para Regalo* (gift items), *Botiques*, *Muebles* (furniture) and *Ropa* (clothing). Here are a few places to start.

Artesanías Cabañas. Located near the corner of Rodríquez, one-half block west on Vera Cruz, this little shop carries clothing and curios from several regions of Mexico.

Bona. Near the center of town you will find *Bona*, a shop which carries silver from Tasco, Seri carvings, blown glass and many other items native to Mexico.

Botiques. Hermosillo has a number of little *botiques* which offer stylish clothing for sale. *La Manzana* is located in front of the International Hotel, and *Indhira Botique* is at Boulevard Rodríquez and Heriberto Aja. Check the yellow pages for those nearest you.

Comercial V. H. This modern shopping center includes a grocery store, book shop (with maps for sale), toy store and many other specialty shops.

Conasupo. Several of these large, government-owned markets are located in Hermosillo. They carry dry goods and food, and prior to Christmas, offer a large selection of toys.

Exposición de Artesanías. From time to time, particularly in May, September and December, artesans come into town to sell their crafts. They set up open-air vending booths at the corner of Luis Encinas and Benito Juárez streets.

Mercado. The original central market still operates in the center of town. It carries fresh fruits and vegetables, meats, *piñatas*, baskets and many other products for use in daily life.

OXXO. *OXXO* stores are scattered throughout the city. They are easy to get into and provide quick service for sundries and food.

Sears. Opened in November, 1981, Sears offers a complete line of clothing, dry goods, appliances, auto accessories, etc. Sears credit cards are accepted.

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ZARAGOZA PLAZA

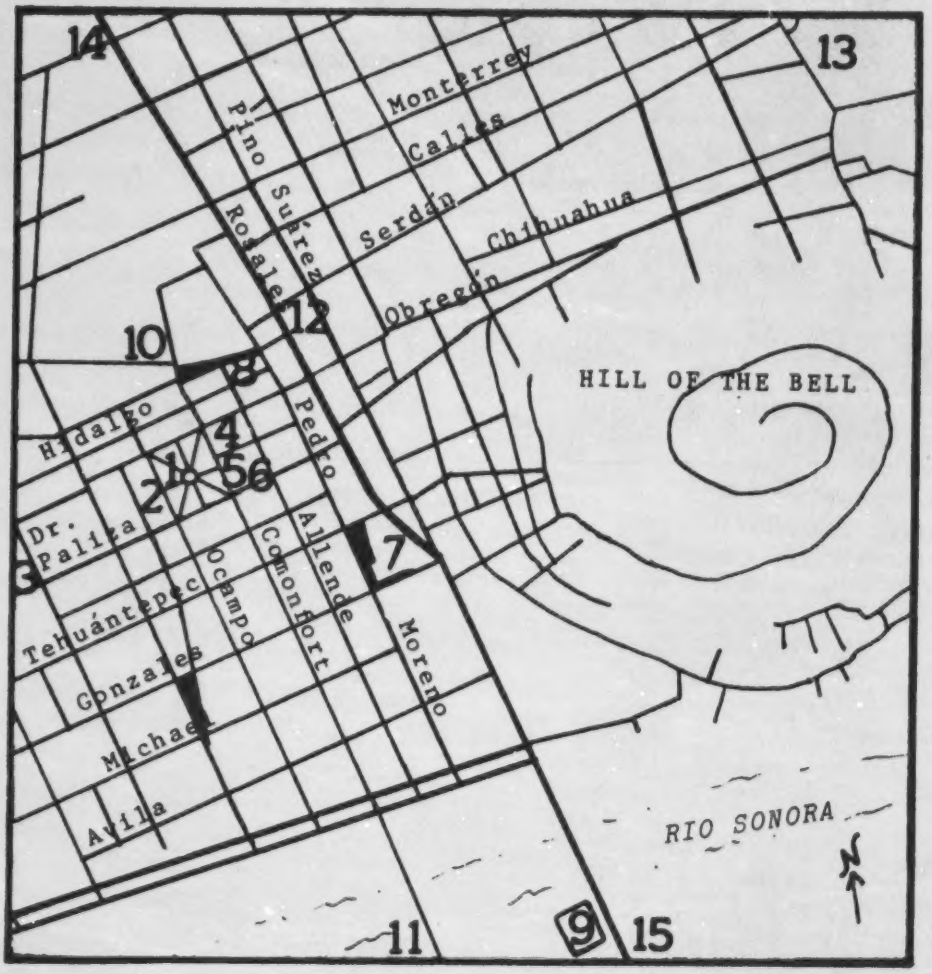
Designed in 1904, Zaragoza Plaza is located in the heart of Hermosillo. It is believed to be situated very near the location of the earliest community plaza established in the early 1700's. People gather in the plaza to watch the hordes of black birds. They leave from the city early each morning to glean the nearby fields. At dusk they return to nest in the glorious *Yucateco* trees.

The plaza is surrounded by government offices, shops, the cathedral and other essential city services.

All city administration offices are located in the *Palacio Municipal* to the east of the plaza. This is connected by a bridge with the *Palacio del Gobierno* (governor's office) next door. The *American Consulate* is located in the *ISSSTESON* building near the plaza. Behind this is the *AGORA* Carmen Romano de Lopez Portillo, a museum which features the Mexican Revolution. The cathedral, *Nuestra Señora de la Asunción*, was built around 1906. It is a parish church and the seat of the Bishop. Also in this area you will find the Institute of History and Anthropology and many other places of interest.

Zaragoza Plaza is named for Ignacio Zaragoza, a supporter of Benito Juárez and a hero of the War of Reform (1858-61). While Juárez was President the French decided to send troops into Mexico. Zaragoza was the commander of the Mexican army in Puebla when the French decided to attack. The Mexican army was armed with guns they had purchased from the British who had captured them from Napoleon at Waterloo. Zaragoza's troops defeated the French. The date was May 5, 1862. This defeat is celebrated today as the Cinco de Mayo celebration. Within seven months of the defeat at Puebla, Zaragoza had died of typhoid fever. The Mexican army went on to drive the French from their country.

DOWNTOWN HERMOSILLO



1. Zaragoza Plaza
2. Cathedral
3. Institute of History and Anthropology (*INAH*) offices
4. HERMOSILLO *Ayuntamiento* (city offices)
5. Governor's Palace (Sonoran State offices)
6. Museum of History and Anthropology (*INAH*)
7. Civic Auditorium
8. American Consulate (3rd floor--ISSSTESON Building)
9. *CASA DE LA CULTURA*
10. *AGORA Carmen López Portillo* Mexican Revolution Museum
11. Road to Villa de Seris (buy *coyotas* there)
12. *BONA* (shopping)
13. Madero Park
14. To University of Sonora (also to Nogales)
15. To Guaymas

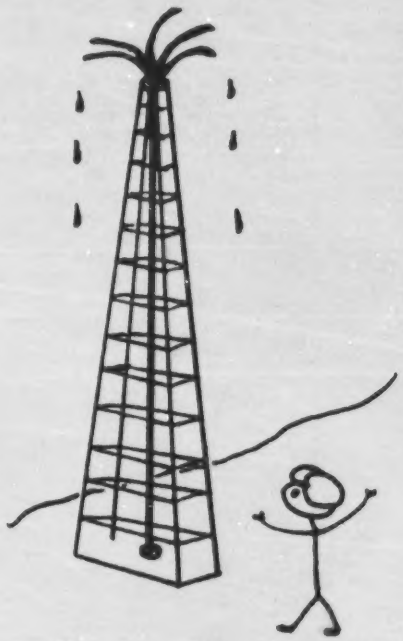
PEMEX

During the past eighty years oil has become very important to people throughout the world. In his State of the Nation address in 1977, President of Mexico, López-Portillo said:

> Countries can be divided into those which have petroleum and those which do not.

FIRST OIL WELL

Oil seepages were known to have taken place during the Aztec and Mayan empires. However, the first successful oil well drilling in Mexico took place in 1876. At that time a Bostom sea captain took some tar from an area called Tuxpan. Back home in Boston he was able to get financial backing from friends. He returned to Mexico to drill for oil. He sank a few wells to about 500 feet. He found a small amount of oil and built a simple refinery on an island in the Tuxpan River. He sold his product to the natives as "illuminating" oil. But his costs were very high. His Boston partners refused to advance more money; soon he killed himself.



COMMERCIAL WELLS

In 1901 Edward L. Doheny drilled the first commercial oil well. He and two other men were the first to make money drilling oil. Over the next few years people from the United States, Great Britain and Holland made large investments in Mexican oil. By 1921 Mexico was second only to the United States in oil production.

GOVERNMENT TAKEOVER

Following the Mexican Revolution, the Constitution of 1917 required that property owners be considered Mexicans. This law led to the most important act ever to take place in the Mexican oil industry: the takeover of the entire oil industry by the government of Mexico. On March 18, 1938, after much struggle involving the oil company owners, the workers, the government and the courts, President Lázaro Cardenas nationalized Mexican oil. Former owners were eventually paid for their property.

PEMEX

Back in 1925 the Mexican government had chartered a public agency to compete with foreign oil companies. In 1934 this agency became part of a semi-private organization, *Petróleo de México (Petrómex)*. Later the work of *Petrómex* was supported by a new government department. By 1938 this all-Mexican operation was producing 16,000 barrels of oil per day. In June of 1938, two months after the takeover, President Cardenas reorganized the Mexican oil organization and formed *PEMEX (Petroleos Mexicanos)*. By statute, the goals of *PEMEX* are to achieve a high level of employment and to supply oil to Mexico at low and stable prices.

Following the takeover, *PEMEX* complained that it had inherited rusty equipment, unhappy workers and no reserves. However, *PEMEX* set out to develop the oil industry. During World War II Mexico was able to supply 25% of the world's needs. And from 1949 to 1972 *PEMEX* sank 2500 oil wells. In 1959 the first underwater drilling took place in the southern Gulf of Mexico. During the 50's, 60's and 70's *PEMEX* built more than 60 petrochemical plants throughout the country.

NEW DISCOVERIES

Then in 1973 a crisis occurred in the world oil market. Arab countries decided to limit the amount of oil they would sell. Prices rose. Mexico announced that it had discovered large oil reserves in the southeastern portion of the country. President Luis Echeverría stated in 1974 that Mexico would continue its exploration and development of oil. In 1976 *PEMEX* oil production passed a million barrels per day.

Ownership of large oil reserves offers many opportunities for Mexico today. Just ten years ago, in 1972, Mexico was importing oil. Today Mexico exports 1.5 million barrels per day. Her proven reserves total 72 billion barrels (compared with Saudi Arabia's 165 billion), and may extend to 250 billion. Many people believe that this natural resource will thrust Mexico into a position of world leadership and power.

IN SONORA

Currently, in Sonora, *PEMEX* is investing about 65 million dollars in a 548-mile gas line. It will supply energy to industry, mining and the population centers of Sonora, including Hermosillo. Work started in the spring of 1981. When finished, the 16" line will benefit a million and a half people. At first the gas for the line will be imported from the United States. However, Mexico hopes to develop natural gas reserves in Baja California. These or possible off-shore developments, or the installation of the "Big-Inch" pipeline along the entire Mexican-U.S. border may lead to the use of Mexican gas.

Watch your newspaper for the latest developments.

You

If you were going to Hermosillo, how would you present yourself to the people there? You will be better prepared to put your best foot forward--and to present yourself in an interesting way--if you think about it ahead of time. Just as we are interested in knowing about the lifestyle, customs, hobbies and interests of people in Hermosillo, so they are interested in learning those same things about us. Use the next few pages to help you think about what your life is like.

My name: _____ My age: _____

My nickname(s): _____

My ten best points:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

I wake up early in the morning!

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PEOPLE

The people who live at my house:

Person	Relationship	One thing I like about that person

A good story about my family:

Other special family members (grandparents, etc.):

Person	What we do when we're together

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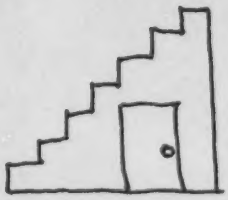
MY HOME--

A floor plan of my house (label the rooms):

My favorite place to be in my house, and why--



My pets--

Names	Kind	What I like--

A funny story about one of my pets:

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MY FAVORITE

THINGS	AND WHY
Sport	
Possession	
Friend	
Relative	
TV Program	
Movie Star	
Food	
Book	
Wish	
Pie	
Recreation	
Way to travel	
Holiday	
Animal	

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Zoo

SONORA DESERT MUSEUM

The new Sonoran Zoo (*zoológico*) is located in the hills southeast of Hermosillo. The natural desert setting provides an ideal habitat for the plants and animals of Sonora. When completed it will feature such animals as the big horn sheep, javelina, ducks, birds of prey (falcons, hawks), deer and wild cats of Sonora. Also planned are several refreshment stands, a picnic area, a gift shop, a cactus garden and a bird sanctuary with a lake. A viewpoint on one of the higher elevations will overlook all of Hermosillo as well as the Rodríguez Dam and lake and the surrounding plains.

Sonora's governor, Samuel Ocaña, has approved the concept of the desert museum. Its development is being conducted by the State of Sonora under the direction of the Superintendent of Mines, Arquitecto Victor Suárez.

Construction of the zoo is underway. Completion is expected in the fall of 1982. The zoo's present name is Sonora Desert Museum. Its proposed name is *Centro de Desarollo Ecológico* (Center of Ecological Development). Study of the plants and animals within their natural setting will be an important part of the zoo's ongoing program.

PLANTS AND ANIMALS

On the following pages you will find a few of the plants and animals of the Sonoran Desert. In the case of plants, only those found in Sonora, but <u>not</u> in Arizona, are included. All are large plants which you can identify from the highway. The animals shown here are some of the venomous creatures found in both Sonora and Arizona.

cardón ---

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PLANTS TO LOOK FOR IN SONORA

Arizona and Sonora have many plants in common. However, Sonora has a number of species which are not found in Arizona. Here are five that you can look for along the roadside when you travel around Hermosillo.

COMMON NAME	SCIENTIFIC NAME	WHERE FOUND	DESCRIPTION
Boojum *(Cirio)*	*Idria columnaris*	Sonora, south of Puerto Libertad--areas of barren hills and alkaline valleys, also in Baja California	Looks like a hairy upside down carrot, 60' tall of more, branches sprout from the top.
Cardón	*Pachycereus pringlei*	Central Sonora, beginning north of Hermosillo, south toward Guaymas	Tall, erect cactus, similar to saguaro, but many arms often coming from low on the trunk; fruit prized by the Seris. Blossoms white with yellow centers.
Sonoran Rathbun Cactus	*Rathbunia alamosensis*	Central Sonora, between Carbo and Hermosillo, south toward Guaymas	Low, trailing cactus, columnar arms 2"-3" in diameter; dense; dark red flowers.
Tree Morning Glory	*Ipomoea arburescens*	Begins south of Magdalena, Carbó to Hermosillo, NE to Ures, on to the Moctezuma River	Smooth, white bark, 36' tall, huge white flowers blooming when there are no leaves (November to March).
Willard Acacia	*Acacia willardiana*	North of Hermosillo, south to Guaymas, on the hills along the roadside (the first tropic-type plant you'll see)	Tall tree, wide crown, drooping branches, no spines, yellow flowers (February to April).

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VENOMOUS CREATURES

PREVENTION

Your chances of dying from the bite or sting of a venomous desert creature are slim. Follow these few precautions to ensure your safety. When exploring the desert be sure your arms and legs are covered. Wear heavy shoes or high boots. Be especially careful when exploring rocks, brush, wood piles, saguaro skeletons and other types of desert material. Carry a flashlight at night and always look where you step. If sleeping out, check your bedding for scorpions. Never tease or harass desert animals.

DEALING WITH POISONOUS BITES AND STINGS

Victim should remain quiet and calm. Keep the wound cool--using ice water (add no salt). Go to a hospital or doctor.

BLACK WIDOW SPIDER (Lactrodectus mactans)

The mature adult female's body (not counting the legs) is 1/2"-1" long, shiny black, with a red hourglass mark on her abdomen. The Black Widow spins its uneven, sticky webs in garages, basements, wood piles, trash heaps or most anywhere in or out of the house where a good supply of insects is available. It is not aggressive, but will bite if it comes in contact with some portion of a body and cannot get away. Medical care is usually required. Males are smaller, brownish-grey, striped and spotted. Round, white egg cocoons contain as many as 500 eggs. Babies are tiny white dots, sometimes seen spinning the web in the daytime while the mother hides and sleeps.

BROWN RECLUSE SPIDER (Loxosceles arizonica)

Several species of Recluse Spiders occur in the Sonoran Desert. They are commonly called "violin" spiders because of a violin-shaped pattern on the "head" and back (cephalothorax). The Brown Recluse is light brown in color, about 1/2 inch in length. It is active at night. The bite is not painful and the victim is often not aware of having been bitten until later. The bite causes redness and swelling and an ulcerous wound which is very difficult to heal. It may also produce nausea, vomiting, chills, weakness and joint pain within 24-48 hours. Victim should remain quiet, keep the wound cool and see a doctor. The Recluse lives in desert settings such as a dead saguaro carcass. It feeds on insects.

CENTIPEDE (Scolopendra heros)

The large desert centipede averages 8" in length and has 42 legs. Each leg is tipped with a sharp claw. Its jaws are strong enough to inflict a bite which is painful, but seldom serious. The claws on the centipede's legs can inflict small puncture wounds which may become infected. Application of household ammonia, Mrs. Stewart's bluing or ice may help reduce pain. The centipede lives under boards, in cracks, basements, closets and other moist locations. It goes out at night and feeds on small insects.

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GILA MONSTER (Heloderma suspectum)

The Gila Monster is one of two poisonous lizards, both of which are found only in the Sonoran Desert (the other is the Mexican Beaded Lizard). The Gila Monster does not run swiftly and cannot jump or strike; it will attack only when cornered and provoked. After biting it grinds its jaws to release venom into the wound. Actually, it is seldom seen in the wild and is protected by law in the United States from injury or death by humans. It is usually 11" to 16" long and is easily identified by its beaded black and various shades of orange skin. If bitten, grab the animal behind the head and pull firmly. The teeth are not in sockets and will readily come out. The Gila Monster likes to eat bird's eggs, small lizards, birds and young rodents.

MEXICAN BEADED LIZARD (Heloderma horridum)

The Mexican Beaded Lizard is similar in appearance and behavior to the Gila Monster. Its venom is probably similar as well.

RATTLESNAKE (Genus Crotalus--pit vipers)

Several varieties of Rattlesnakes are found in the Sonoran Desert. These include the Black-Tailed, Speckled, Ridge-Nosed, Tiger and Rock who prefer the low mountain areas. The Sidewinder is usually found where sand is present. The Western Diamondback is the largest and most numerous. These snakes have a heat sensing pit in between each nostril and eye which helps them capture their prey at night. The poison fangs in the front of the mouth are hinged to allow for extension when striking. The snakes all have rattles at the end of their tails. They feed on mammals--preferably mice, rabbits and squirrels, but also lizards and birds. If bitten a victim should remain calm, keep the wound cool and go to the nearest hospital or doctor for treatment. Avoid rattlesnake babies as well as adults, for they are poisonous too.

SCORPION

More than 20 species of scorpion live in the Sonoran Desert. Two deadly species have been found in southern Arizona and in the bottom of the Grand Canyon. Additional deadly species live in Mexico. One very poisonous variety is the Bark Scorpion (Centruroides sculpturatus). It is straw-colored, about 3" long with slim pincers. Its segmented tail is long and slender with a bulbous end and a stinger. Non-poisonous scorpions appear far more chunky. The tail is flexible and strikes over the head. Scorpions are nocturnal. They like to live in cool, damp, dark places. They usually eat insects. Victims of Scorpion stings should be checked by a doctor, for some people, especially older persons or infants, react severely. In case of a sting by a Bark Scorpion, the victim should be taken to a hospital.

SONORAN CORAL SNAKE (Micruroides euryxanthus)

This small (12" to 20"), colorful snake usually burrows into the earth and is seldom seen. It prefers semi-arid desert country up to the 5000' level. The head has a black front. Red and black bands alternate along the body separated by yellowish (or cream colored) bands. The bands usually circle the entire body. Coral Snake venom is very potent and causes paralysis; but cases of Coral Snake bite are seldom seen. The snake has a very small mouth and short, fixed fangs. It feeds mainly on snakes and lizards.

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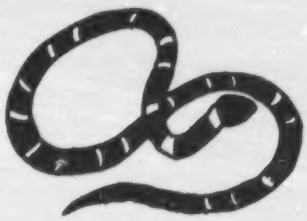
VENOMOUS CREATURES

Directions:
Place the number of the correct name by each creature. If you wish, copy this page. Cut the names and pictures apart. Glue to 3" x 5" cards and make a matching game.



___

1. brown recluse

___

2. centipede

___

3. scorpion

___

4. rattlesnake

___

5. coral snake

___

6. black widow

___

7. Gila monster

Drawings by Mike & Lynne Wilson

APPENDIX

MAJOR EVENTS IN MEXICO AND THE UNITED STATES

and

Hermosillo, Sonora, and Phoenix, Arizona

MEXICO		UNITED STATES
Early humans crossed the Bering Straight into North America, traveling south into the area now known as the United States and Mexico. For as long as 15,000 years the area known as Sonora and Arizona has been inhabited. Early people were hunters. They were followed by the food gatherers.		
	B.C.	
The Mayan culture began in the Yucatán, Southeastern Mexico and in Central America.	1500-	It is believed that at least a thousand years before Christ, farmers came out of Mexico into Arizona.
A temple was built to Quetzalcóatl, the Mesoamerican god of the air and water.	200	
	A.D.	
	300- 900	Possibly moving up from the west coast of Mexico, the Hohokam (a Pima word meaning "those who have gone") Indians came into the Salt River Valley. They built villages, farmed, and established irrigation systems.
This period was the height of the Mayan civilization. Other cultuers developed in southern and central Mexico.	400- 900	
The Toltecs founded their capital, Tula, in the Valley of Mexico.	900	
This period was called the Mayan "New Empire."	900-1521	
The Casas Grandes culture flourished in in northwestern Chihuahua.	1001	Leif Erikson landed in North America.
	1100-1300	The Anasazi culture flourished in the four corners area of the Southwest.
The Aztecs established their capital on an island in Lake Texcoco, calling it México-Tenochtitlan.	1325	
	1400-1450	The Salt River Valley was abandoned by the Hohokam.
Agricultural tribes developed in Sonora: Yaqui, Mayo, Opata, Pima.	1450+	Pima and Papago Indians lived in Arizona. Some authorities believe they are related to the Hohokam. Spanish explorers found them well-established in the area in the 1500's.
The dedication of the temple of Huitzilopochtli marked the height of Aztec power.	1487	
	1492	Columbus landed in the Bahamas.

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Francisco Hernández de Córdoba reached Yucatán, the first Mexican territory visited by a Spanish explorer.	1517	
Hernando Cortés landed at Veracruz in 1519 and proceeded to Tenochtitlán. He captured the Aztec emperor Moctezuma. Tenochtitlán was destroyed and the new city of Mexico begun on the ruins. This became the base for later exploration into northern Mexico and the U.S.	1519-1521	
Cortés named Governor of New Spain.	1525	
	1528	Stories of the Seven Cities of Cíbola where streets "were paved with silver and gold" stimulated exploration into the northern frontier of Mexico. Cabeza de Vaca may have traveled through Texas, New Mexico and Arizona.
Nuño de Guzmán headed an expedition of 300 Spaniards and 6000 Tlacaltecan Indians to the north. They founded San Miguel de Culiacán. This became the point of departure for future trips toward Sonora.	1530-1531	
The first Viceroy, Don Antonio de Mendoza, arrived in "New Spain."	1535	Cortés discovered the coast of California.
Cabeza de Vaca entered Sonoran territory accompanied by four survivors of an earlier shipwreck in Florida.	1536	
Marcos de Niza left Culiacán. He followed the route of Cabeza de Vaca to the north.	1539	Marcos de Niza, a Franciscan friar, and his aide, Estevan, were sent north into Arizona to investigate the stories of the Seven Cities. Estevan was slain by Indians.
Francisco Vásquez de Coronado followed Niza's route to the north.	1540	
	1540-1542	Coronado led a major expedition into the Arizona region in search of the Seven Cities. He found small Indian Villages, but no silver or gold.
Coronado returned to Mexico City to report the failure of his mission to Viceroy Antonio de Mendoza (the person sent from Spain to rule "New Spain"--Mexico).	1542	Cabrillo landed near San Diego, the first world traveler to set foot on the Pacific Coast of the U.S.
The University of Mexico opened.	1553	
Miguel López de Legazpi sailed from Acapulco to the Philippines. A trade route started between Mexico and the far east.	1564	
	1565	The first Spanish settlement in North America was established in St. Augustine, Florida.
The Society of Jesus entered Mexico for the purpose of establishing missions.	1572	
	1584	The first attempt was made to establish English colonies in Virginia.

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Exploration, settlement and contact with the native groups continued to take place in the Sonoran region. This included efforts to make the natives Christian, to confine them into identifiable geographic areas, and to use their labor in the mines. Some groups accepted Spanish rule peacefully. Others fought the Spaniards.	1600's	The Atlantic states were colonized. Jamestown was founded in 1607.
	1609	Santa Fe, New Mexico was founded.
The Real de Minas of San José in Parral, Chihuahua, was established. This became an important source of capital for the north, and the center of assaying for the first minerals of Sonora. It was the most important urban settlement in northern Spain until around 1800.	1631	
	1636	Harvard University was founded in Cambridge, Massachusetts. Roger Williams founded Rhode Island.
Don Pedro de Perea agreed to colonize the land north of the Yaqui River called New Andalusia. He became one of the first Spanish settlers in the Sonora region.	1640	
San Juan Bautista (a mining town) became the first "capital" of the Province of Sonora. Mines were developed in several locations in Sonora during this time.	1649	
The Jesuits and the Franciscans signed a treaty defining their areas of work in the northeast of Mexico. This was a period of active missionary work in the area of Sonora.	1650	
Father Eusebio Francisco Kino arrived in Veracruz from Spain to begin missions in northwest Mexico.	1681	
Rich mineral deposits were discovered in the Alamos area of Sonora. Father Kino attempted to found a mission in Baja California.	1683	Philadelphia was founded.
Father Kino arrived at the mission of Cucurpe. He started his exploration of Sonora; he founded the Mission of Dolores on the San Miguel River. This became his base of operations. He fought against the misuse of the Indian labor in the mines.	1687	
	1691	Father Kino began twenty years of exploration and missionary work in Arizona, in the Santa Cruz and San Pedro Valleys, among the Papagos.
	1692	Witchcraft trials in New England.
Captain Juan Bautista Escalante founded the settlement San Pedro del Pitic (in the Pima language Pitic means: "there where two rivers meet," in this case the Río Sonora and the Río San Miguel) near the site of modern Hermosillo.	1700	
The Seri Mission, La Santísima Trinidad del Pitic was established; Juan de San Martín was in charge.	1704	

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Father Kino died in Magdalena, Sonora.	1711	
	1732	George Washington was born.
The famous Bolas de Plata silver deposit was discovered at Arizonac (in Sonora), the place whose name was later chosen for the state of Arizona.	1736	
Sergeant Agustín de Vildosola established the "Presidio de la Santísima Virgen de Guadalupe," later called "San Pedro de la Conquista" after the Duke of Conquest.	1741 or 1742	
	1763	The Peace of Paris Treaty ended the French and Indian War.
The Spanish King, Charles III, expelled Jesuit priests from all Spanish dominions including New Spain. They left colleges and missions behind.	1767	
Franciscan missionaries arrived from the south in order to administer the Sonoran missions.	1768	Father Francisco Garcés became the priest at San Xavier del Bac near Tucson.
A canal to irrigate the lands in the region of El Pitic opened and the lands were distributed among the inhabitants.	1772	
	1773	The Boston Tea Party took place leading into the Revolutionary War.
Juan Bautista de Anza and Father Garcés surveyed an overland route from Sonora, Mexico, to California.	1774	Anza and Garcés explored northern Arizona in search of a Spanish trading route between Santa Fe and California.
	1775-1776	Anza and Garcés led a second expedition into Arizona.
	1776	American colonies declared their independence from England.
	1778	San Francisco was founded as the northern limit of Spanish colonial rule. Anza followed information provided by Father Garces about a possible route.
Pope Paul VI created the diocese of Sonora.	1779	
	1779-1781	Missionary efforts in the Yuma area ended with the massacre of all the Spaniards in the area. This included Father Garces and three other missionaries.
The Commander General and the civil and military governors of Sonora recommended in a secret document the massive deportation of the Seri Indians to Cuba.	1780	
	1781	Cornwallis surrendered at Yorktown leading to the end of the Revolutionary War.
	1787	The United States Constitution was ratified.
The Pitic settlement raised to the status of village.	1793	
This was the Golden Era of the Pimería Alta (the upper Pima land covering present-day Sonora and southern Arizona), marked by expansion of mining and ranching.	1785-1810	
Arizpe became the capital of the *Intendencia* of the area of Sonora and Sinaloa.	1786	

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	1803	The Louisiana Purchase was made by the U.S. from France.
	1804-1806	The Lewis and Clark expedition crossed the continent to the Pacific.
	1805	The explorer, Zebulon Pike, was captured by Spaniards in Spanish territory.
The Spanish monarchy usurped. After nearly 300 years of Spanish rule, Mexico was unsure about its government and leadership. Ideas of freedom developed as revolutionary activities in France and North and South America became known.	1808	
On September 15-16 Ignacio Allende and Miguel Hidalgo started the War of Independence. José María Gonzales de Hermosillo was sent north to carry the fight for independence.	1810	
Commercial maritime (ocean) traffic was authorized in Guaymas.	1811	
	1812	The War of 1812 between the United States and Great Britain.
	1819	Spain ceded Florida to the United States.
	1820-1824	From St. Louis to Santa Fe to Chihuahua trade was carried on between the U.S. and Mexico. Interest in the Southwest increased.
Mexico gained its independence from Spain. Allende and Hidalgo had been killed; others had continued the revolt.	1821	Arizona became a province of Mexico. The U.S. began to expand into the Southwest through fur trappers and Indian traders.
The legislature was formed in Sonora.	1822	
Federal Constitution of the Mexican Republic established. Guadalupe Victoria became its first president.	1824	
In northern Mexico, Pitic Village was upgraded to the category of City and given the name Hermosillo. This served to honor the general from the state of Jalisco, José María Gonzales de Hermosillo.	1828	
The first printing press was set up in Sonora at Alamos.	1830	
	1830-1840	U.S. settlers began to move into Oregon.
Sonora was separated from Sinaloa and established as a separate state; Hermosillo was named the temporary seat of government of the Sonora area.	1831	
Capital of Sonora was moved to Arizpe.	1832	
By national decree the missions in Mexico were to be taken from the church by the government. The Sonoran legislature decreed that this was not to happen in Sonora.	1834	
	1836	The Battles of the Alamo and San Jacinto took place in Texas. Texas declared itself a nation, the Lone Star Republic, independent from Mexico.

The Franciscan missionaries left the Pimería Alta (northern Sonora) to return to the south. A civil war broke out between the settlers and the Indians, lasting two years.	1842	
Hermosillo was again named the capital of Sonora.	1843	
	1845	Texas was annexed into the U.S. The beginning of the U.S. War with Mexico over land disputes.
	1846-1847	The Mormons entered the Great Basin and began to settle Utah.
The U.S. army invaded New Mexico and California. They crossed the Gila River, entered Sonoran territory and occupied Guaymas. They left when the Treaty of Guadalupe-Hidalgo became effective.	1847	The first steamboat traveled on the Colorado River.
The Treaty of Guadalupe-Hidalgo ceded all land north of the Gila River from Mexico to the U.S. (this included present northern Arizona). Mexico was paid 15 million dollars.	1848	Gold discovered in California.
	1849	The Gold Rush to California began.
	1850	Arizona became part of the New Mexico territory by Act of Congress.
	1851-1852	John Bartlett surveyed the future boundary between the U.S. and Mexico.
As a result of the Gadsden Purchase, Sonora lost one-third of its territory.	1853	With the Gadsden Purchase, the U.S. obtained the area south of the Gila River to the present U.S./Mexico border from Mexico (included present southern Arizona).
	1854	Charles Poston, known as the Father of Arizona, arrived in Arizona.
	1857	Overland mail service was provided to the Pacific coast by the Butterfield Stage line.
The War of Reform, a civil war fought to ensure land for the poor and more personal liberty, was conducted throughout the country. A new federal constitution was approved. The American, Henry Alexander Crabb, was defeated at Caborca.	1857-1860	
	1861	Confederate guns opened fire on Fort Pickens marking the beginning of the American Civil War.
The French arrived in Mexico. On May 5, the French army was temporarily defeated at Puebla (source of the Cinco de Mayo celebration).	1862	
	1863	The Territory of Arizona was created, with Prescott as capital, by President Abraham Lincoln.
The Austrian prince, Maximilian, arrived, supported by the French. He entered Mexico City on June 12.	1864	Fort McDowell established along the Verde River.

	1864-1867	The Navajos were defeated and removed to Bosque Redondo.
	1865	John Y. T. Smith started a hay farm near the present airport in Phoenix. The U.S. Civil War ended. Lincoln was assassinated.
The defeat in Ures, Sonora, of Emilio Langburg was part of the final defeat of the French throughout the country.	1866	
The French troops left Mexico. Maximilian was executed at Querétaro.	1867	A government surveyor, William H. Pierce, made a survey of the Salt River Valley. Later that year, Jack Swilling and Darrel Duppa arrived, formed a canal company and cultivated crops. Duppa named the new settlement Phoenix, predicting that a new metropolis would arrive from the ashes of the old.
	1868	The first woman, Mary Adeline Gray, arrived in Phoenix.
	1869	The transcontinental railroad was completed.
The Industrial Revolution began in Mexico.	1870	The townsite for Phoenix was established in the area of Central and Washington.
President Benito Júarez died.	1871	Maricopa County was created from parts of Pima and Yavapai Counties. The name Maricopa was taken from the Maricopa Indian tribe, a name given to them by the Pimas. Phoenix became the county seat.
Porfirio Díaz was elected president for the first time.	1872	
	1877	Mormons settled along the Little Colorado River.
Hermosillo was named the permanent capital of Sonora.	1879	
	1880	The Phoenix population reached 2000. Tempe Normal School opened (now Arizona State University). The Southern Pacific Railroad reached Arizona. The Mormons reached the Salt River; Mesa was established.
The beginning of large investment of American dollars in Mexico.	1880's	The Industrial Revolution began in the U.S.
	1881	The Southern Pacific Railroad was completed between Tucson and El Paso.
The first school in Hermosillo, Colegio de Sonora, was opened with Vicente Mora as the first principal.	1884	
	1885	The Apache chief, Gerónimo, was defeated. The University of Arizona was established.
September 14, the construction of the Ferrocarril del Pacífico from Guaymas to Nogales was approved. The customs house at Nogales was started.	1886	
A major earthquake took place in northeastern Sonora.	1887	Yaquis began to move into Arizona. The railroad was completed to Phoenix.
The first Carnival of Guaymas was held.	1888	

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	1889	Phoenix was named the State capital (the capital having previously been located in Navajo Springs, Prescott and Tucson).
The first streets in Hermosillo were paved.	1898-1899	
The Bank of Sonora was established with a capital of 600,000 pesos.	1899	
The water and electric systems in Hermosillo were developed. The first telephone system in Hermosillo was planned.	1900	
	1903	Wilbur and Orville Wright flew their air machine at Kitty Hawk.
The strike of miners began in Cananea.	1906	The San Francisco earthquake and fire took place.
Jesús García Corona saved the town of Nacozari by removing a boxcar full of dynamite. He was killed in the explosion outside of town.	1907	
	1909	Henry Ford produced the Model T car.
The beginning of the Mexican Revolution. Events in the mining towns of Sonora led to the revolution in this part of Mexico.	1910	
	1911	Roosevelt Dam was constructed on the Salt River.
	1912	Arizona became the 48th state on February 14. George W. P. Hunt was elected the first governor.
Pancho Villa, an active member of the Mexican Revolution, was engaged in a struggle for the presidency of Mexico with Carranza. Following Villa's defeat at Celaya, U.S. President Wilson cut off his supplies. In retaliation, Villa raided Columbus, New Mexico, killing 16 persons. Wilson sent General Pershing into Mexico to pursue Villa. He returned empty-handed in 1917.	1914-1916	Arizona's National Guard was mobilized to counter Pancho Villa's raid on Columbus, New Mexico.
Revolutionary battles took place at Agua Prieta and Hermosillo.	1915	
	1917	World War I. The Tenth Cavalry returned to Arizona following the longest search into Mexico in pursuit of Villa.
	1920	Phoenix became the largest city in Arizona.
The revolutionary general from Sonora, Plutarco Elías Calles, was elected president of Mexico.	1924	
The Sonoran, Alvaro Obregón, was assassinated.	1928	
	1929-1934	The United States experienced the Great Depression.
Foreign-owned oil properties were taken over by Mexico.	1938	The Hoover Dam was constructed on the Colorado River.

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	1941	The first commercial TV station was authorized by the Federal Communications Commission. The Japanese attacked Pearl Harbor. Many Japanese-Americans were placed in camps--some in Arizona.
In Hermosillo, the University of Sonora was established.	1943	
The first stone was laid for the Library and Museum of Sonora in Hermosillo.	1944	
The Abelardo Rodríquez dam was completed.	1947	
	1950-1953	The United Stated participated in the Korean War.
	Post 1950	Arizona experienced rapid population growth due to the use of air conditioning, the presence of the military, the growth of the electronics industry, etc.
	1957	The Russians launched their space vehicle, Sputnik, causing renewed emphasis on math and science in the U.S. education system.
This marked the beginning of enormous expansion in education, agriculture and industry in Mexico.	1958	
	1960's	The United States participated in the war in Vietnam.
Father Kino's remains were discovered in Magdalena, Sonora. A monument was erected to his memory.	1966	
The Olympic Games were held in Mexico.	1968	
	1970	Phoenix celebrated 100 years as a settlement. Salt River Valley population was almost 1 million.
Queen Elizabeth II of England visited Mexico.	1975	Raul H. Castro was inaugurated as the first Mexican-American governor of Arizona.
The President of Mexico, Luis Echeverría, and the President of the United States, Gerald Ford, met in Magdalena de Kino.	1976	The U.S. celebrated 200 years as a nation.
Hermosillo celebrated 100 years as the capital of Sonora and 150 years as an inhabited community. The Pope, John Paul II, visited Mexico.	1979	John Paul II visited the United States.
	1981	A statue of Pancho Villa was given by Mexico to the state of Arizona and placed in Tucson.

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Jose Maria de Castillo *(CICTUS)*,
Hugo Delgado (Department of Tourism),
Barbara de Félix *(IMARC)*,
Cynthia Raddatz de Murrieta *(INAH)*,
Xicotencátl Murrieta *(CICTUS)*,
Gustavo Rivera Rodríguez (Historian for the Department of Education),
José María Ruiz Vásquez (Department of Education),
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The Arizona Map Shop, 1315 N. Central Ave., Phoenix, AZ, 85012. (602) 258-9345

Channel 33 (KTVW), 3019 E. Southern, Phoenix, AZ, 85040. (602) 243-4371

The Learning Works, P.O.Box 6187, Santa Barbara, CA, 93111.

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World Without War Council 175 - 5th Avenue, New York, N.Y., 10010

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Thomas H. Naylor,
Arizona State Museum,
University of Arizona,
Tucson, AZ. 85721

Father Charles Polzer,
Southwestern Mission Research Center, Arizona State Museum,
University of Arizona,
Tucson, AZ. 85721

ANSWERS

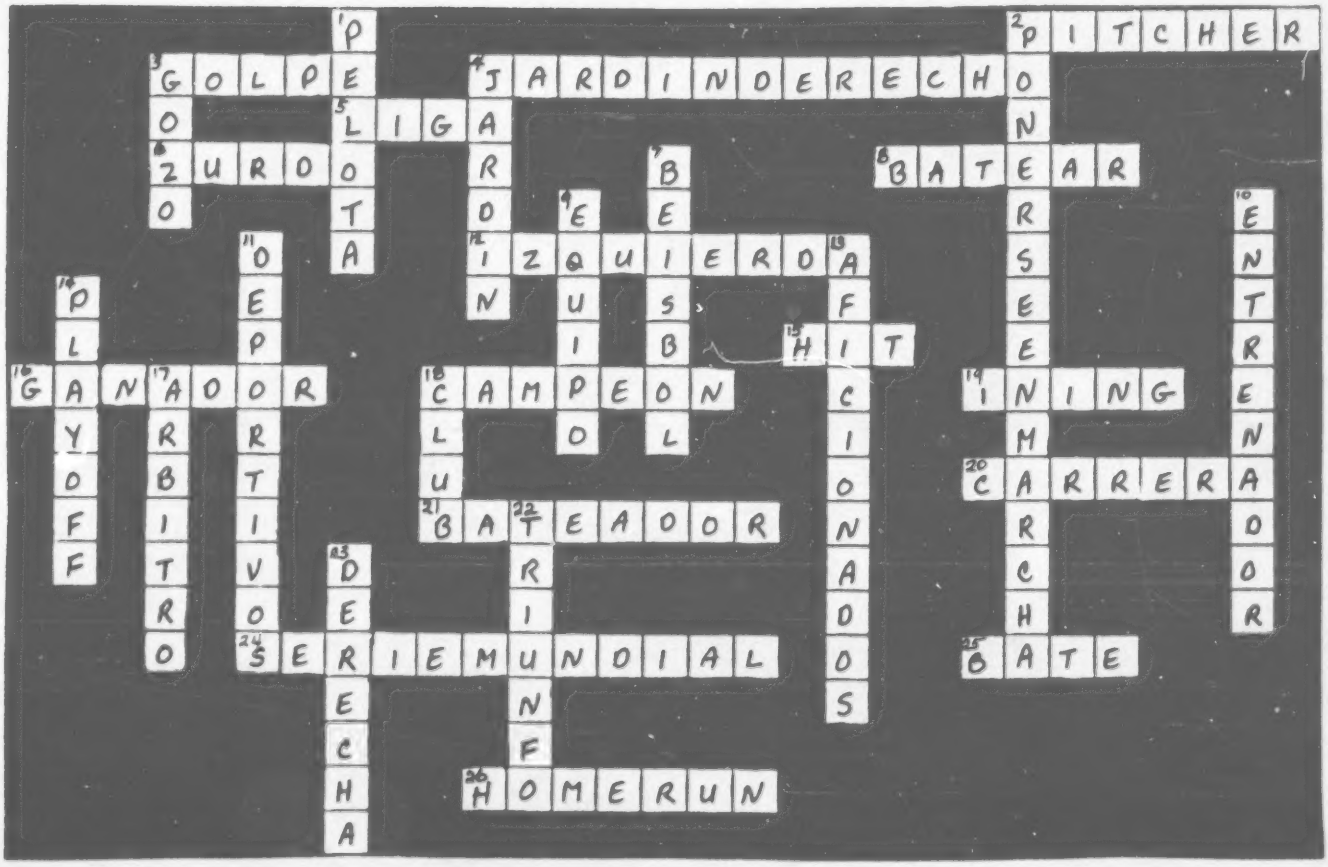
A I KNOW A LOT OF THINGS (some possible answers)

Edible Plants of the Sonoran Desert--fruits of the saguaro, prickly pair, cholla and organ pipe cactus, mesquite beans (ground), carob, sage.

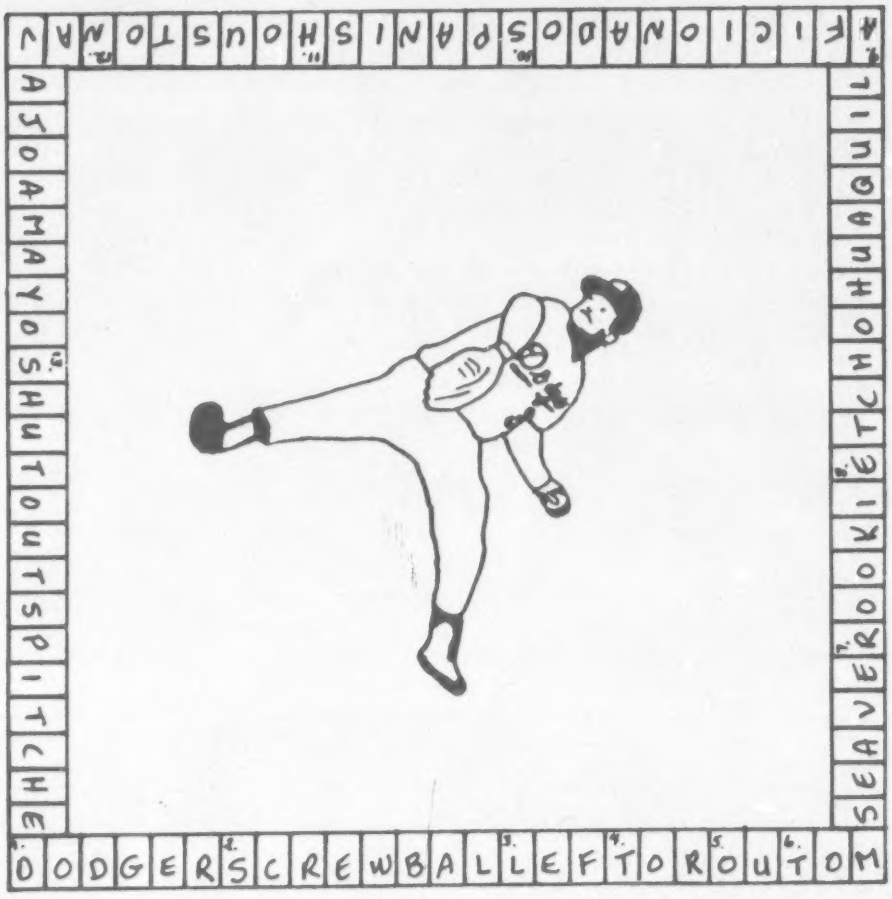
Poisonous Creatures of the Sonoran Desert--Gila monster, Sonoran beaded lizard, black widow spider, brown recluse spider, centipede, rattlesnake, certain bees, wasps, ants and hornets.

B

BILINGUAL BASEBALL



BATTER-UP!



C

THE WILD CATS OF SONORA

1. True

2. False. The mountain lion occurs far north into Canada and south into Argentina. The jaguar, now extinct in the American Southwest, is found in subtropical and tropical Mexico and in Central and South America. The bobcat ranges widely across the United States and Mexico. The margay, ocelot and jaguarundi occur mainly in deciduous and rain forests of Central and South America. The ocelot and jaguarundi have also occasionally been spotted in the southwestern United States.

3. False. They are not found in Australia nor in the Arctic. NOTE: Cats are divided into three sub-families: the extinct sabre-tooth cats, the true cats and the cheetahs.

4. False. They have adapted very well to such extreme climatic conditions as deserts and jungles, high mountains and the swampy, conebearing tree forests of Siberia.

5. True

6. True. The word which describes this phenomena is "digitgrade."

7. True.

8. False. There are other differences as well. The pupils of large cats are round, while those of small cats contract into a slit; the nose of large cats is covered with fur while small cats' noses are furless; large cats feed in a lying position, but small cats eat in a crouch; and, small cats clean themselves more often and better than large cats. Most small cats are small and large cats large; however, the puma (a small cat) grows to the size of a leopard (a large cat).

9. False. Large cats have a partially ossified tongue support which makes it possible for them to roar; small cats have a completely ossified tongue support which prevents them from roaring. However, small cats can purr continuously, which large cats are unable to do.

10. False. Only when they exhale.

11. False. Only the jaguar is a large cat. The other five are small.

12. True. All Sonoran cats except the jaguarundi have this characteristic.

13. False. Conservationists are extremely concerned for the future of wild cats. Four of the six Sonoran cats are on the list of endangered species: the jaguar, the ocelot, the margay and the jaguarundi. Many cats are hunted in violation of existing laws, even today.

WHO AM I?

A. Jaguar (a member of the sub-species Panthera, onca, arizonenis)

B. Ocelot (species: Leopardus pardalis)

C. Margay (species: Leopardus weidii)

D. Jaguarundi (called a leoncillo--"little lion" in Mexico; species: Herpailurus yagouaroundi)

E. Bobcat (species: Lynx rufus)

F. Mountain Lion (also called a puma or a panther; species: Puma concolor)

F

KINO MISSIONS

1. San Xavier
2. Tumacacori
3. Guevavi
4. Bacoancos
5. Imuris
6. Cocóspera
7. San Ignacio
8. Magdalena
9. Oquitoa
10. Pitiquito
11. Caborca
12. Tubutama
13. Remedios
14. Dolores

G

GOVERNMENT--WHERE IT'S HAPPENING

1. US	4. Both	7. Mexico	10. US
2. Mexico	5. US	8. Can be in both	11. US
3. Both	6. Mexico	9. Both	12. Both

H

HERMOSILLO--MAP SKILLS

A. 66, SE	D. 15, SE	G. 10, SW
B. 48, NW	E. 13, S	H. 9, S
C. 68, SE	F. 59, S	I. 31, NW

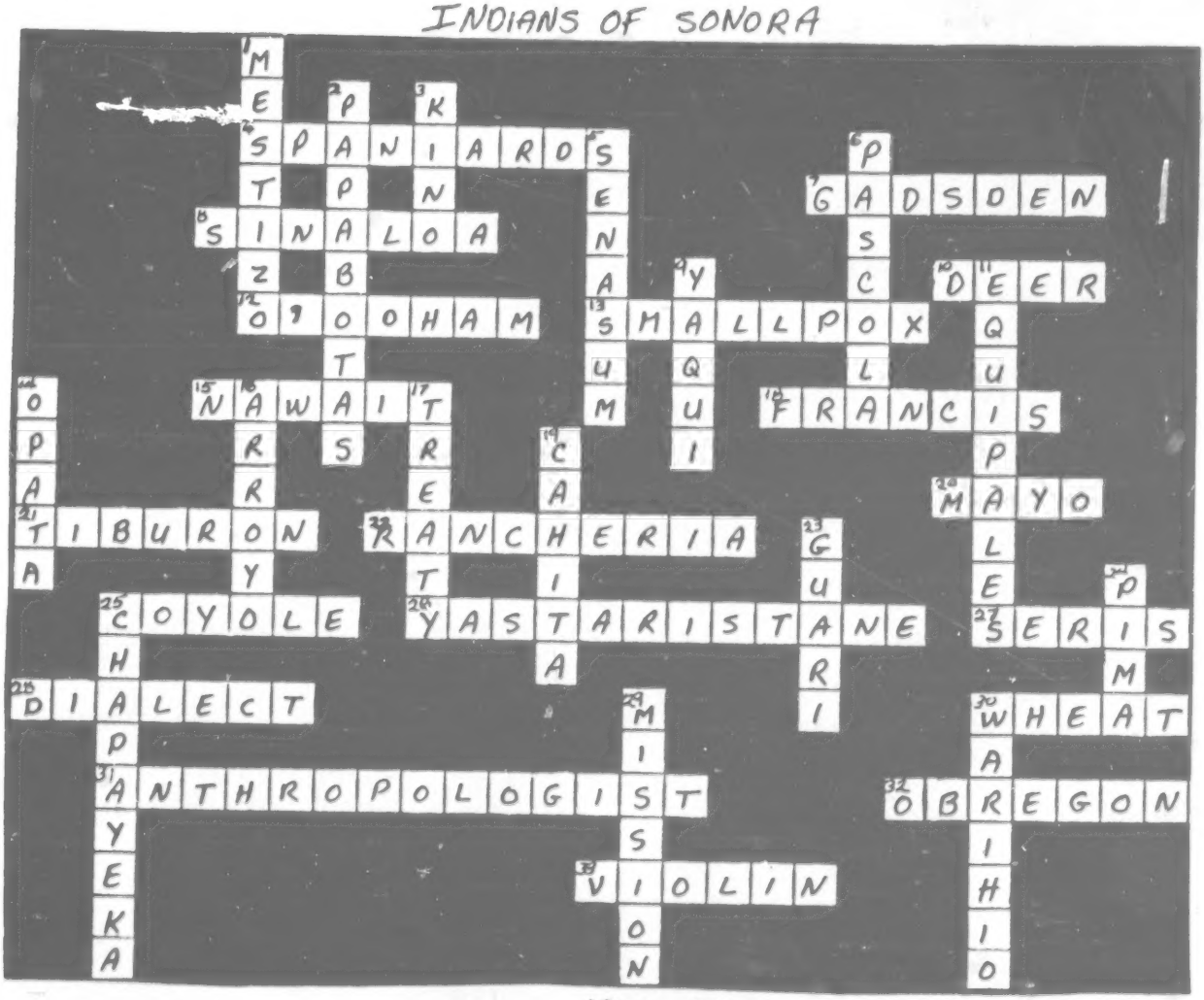
A CAPITAL IDEA

HERMOSILLO

FATHER KINO
NARANJERAS
HUERTA
GUAYMAS
OBREGON
CALLES
EL PITIC
HIDALGO
ESCALANTE
SONORA

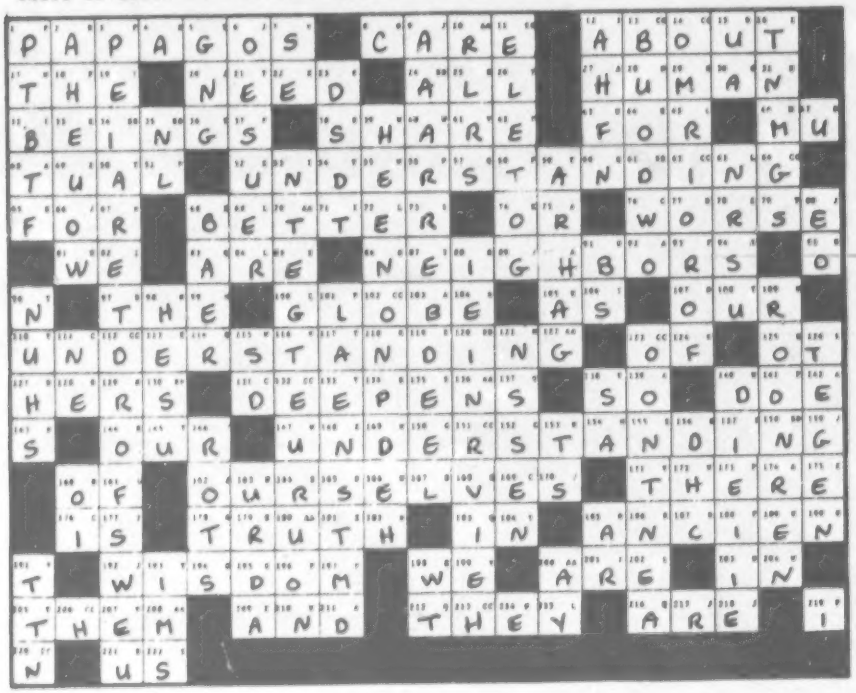
I

INDIANS OF SONORA

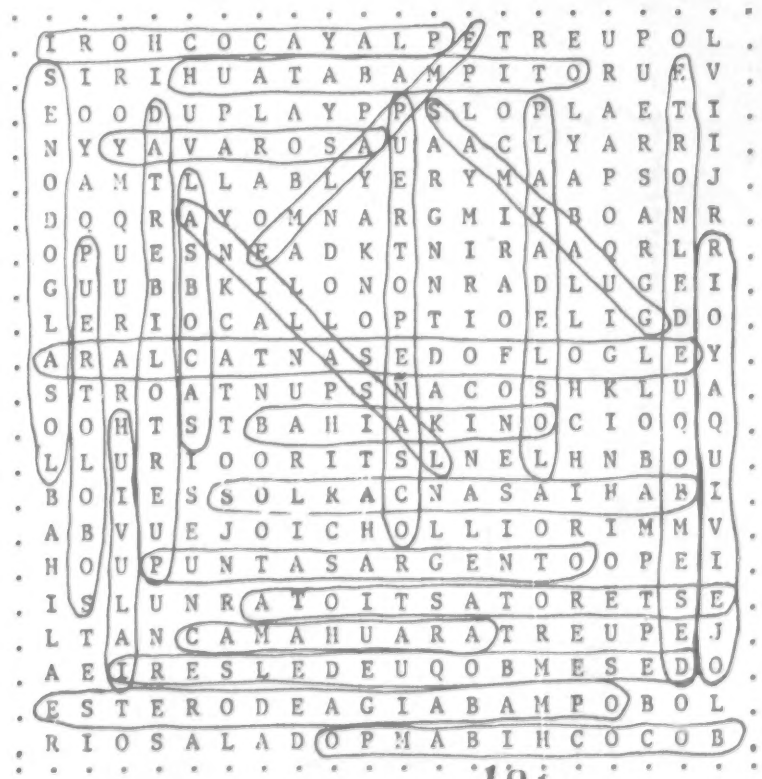


Slightly modified paragraph from: Of Earth and Little Rain, by B. L. Fontana (U. of A.), Northland Press, 1981:

"Papagos care about the need all human beings share for mutual understanding. For better or worse we are neighbors on the globe. As our understanding of others deepens, so does our understanding of ourselves. There is truth in ancient wisdom: We are in them and they are in us."



K BEACHES AND BAYS OF SONORA



M METRICS--METRIC PRACTICE

1. 5.25 ft. 5' 3" tall 2. 4.27 ft. 4' 3" tall 3. Individual 4. 174 5. 298

6. 359 m. 578 k. 7. 64.4° F. 8. 39.44° C. 9. 37° C. 10. 110 lbs.

11. Individual

TEMPERATURE--MONTHLY AVERAGES

	J	F	M	A	M	J	J	A	S
#1.	16.01	17.55	20.43	22.37	25.71	30.86	32.03	30.61	30.28

O	N	D
26.24	20.33	16.17

#2. June 87.55 July 89.65 August 87.10

#3. Annual:

1973	23.88	1977	24.34	1966-79	24.05, or 24.10
1975	23.10	1978	24.33		
1976	23.74	1979	23.21		

RAINFALL--MONTHLY AVERAGES

	J	F	M	A	M	J	J	A	S
#1.	15.35	17.00	5.74	2.29	5.74	4.10	82.45	81.77	39.25

O	N	D
14.09	8.92	16.36

#2. June .16" July 3.25" August 3.22"

#3. 235.40 mm.

#4. 284.34 mm.

M MEXICO

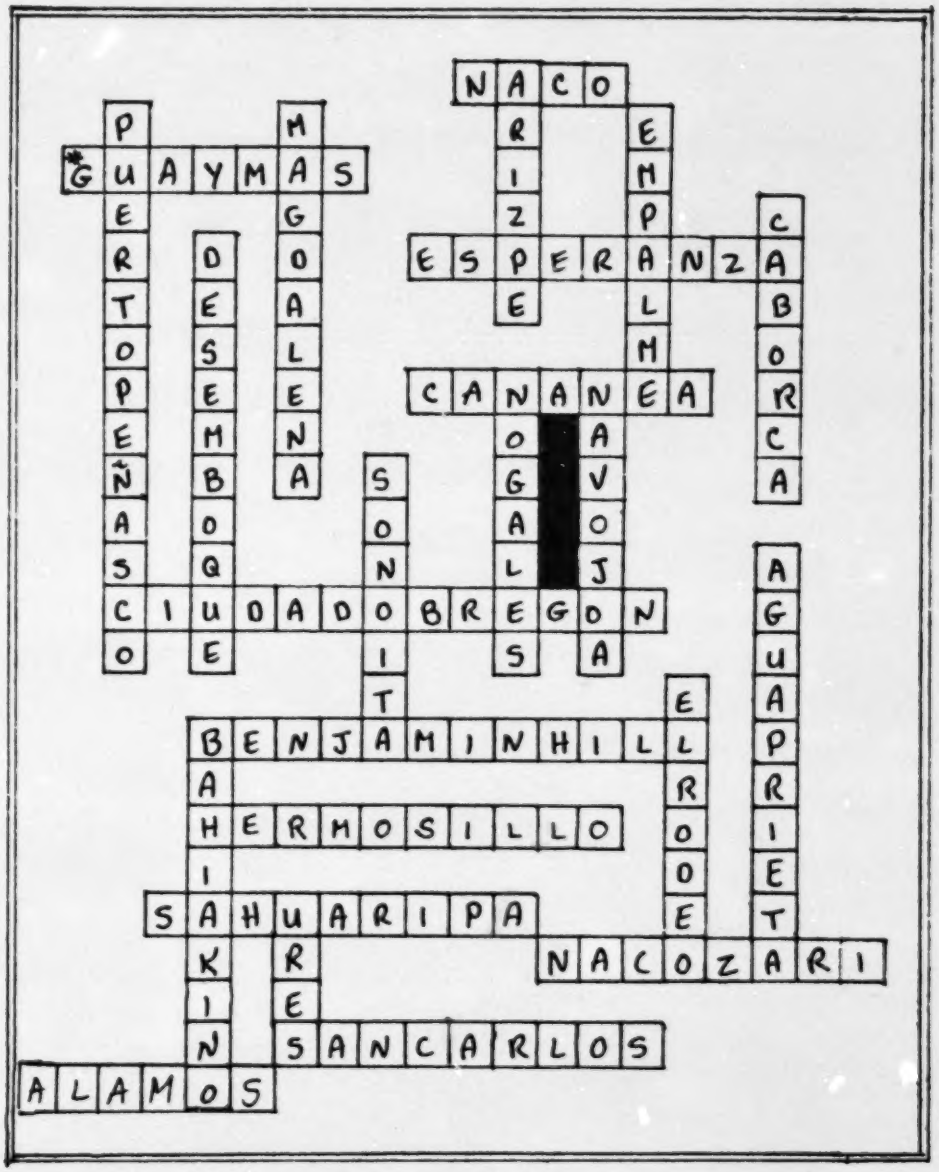
1. e	5. q	9. p	13. j
2. h	6. n	10. g	14. o
3. b	7. l	11. a	15. f
4. k	8. d	12. c	16. i
			17. m

Write the author for updated information.

NAME THE PRESIDENT

Porfirio Díaz	Francisco Madero
Santa Anna	Venustiano Carranza
De La Huerta	Alvaro Obregón
Vicente Guerrero	Avila Comacho
Guadalupe Victoria	Avila Comacho
Benito Juárez	Ruiz Cortines
	Gustavo Díaz

S CITIES AND TOWNS OF SONORA



V

Stories are a wonderful way to share information about one's culture. After reading these stories students could write about an important event in their own lives. Also, they could write a second part to "Independent Woman" and "Devaluation." The titles could be: "The Letter from Papa," and "Papa Tells the Truth." "Papa Tells the Truth" could be written from the point of view of one of the children in the family.

These are make-believe stories based on people and events I have known, or known about, in Hermosillo.

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Sue Lefebvre

In preparing this book I have come to feel like a twin who was separated from my sibling at birth. Through the process of discovering Mexico I have begun to discover the one who was lost to me. I was born in Jerome, Arizona, the daughter and grandaughter of mining people. My mother's family had arrived in Mexico before the turn of the century and worked in the mines of Mexico and Arizona in the "olden days." My curiosity has led me to explore the land through the process of writing about it.

My degrees are from Arizona State University, in elementary education. My professional experience has evolved in a variety of multi-cultural settings--in Head Start, on the reservation at Ft. McDowell, teaching kindergarten, working with parents, and as an educational consultant for Westside Area Career/Occupations Project. In addition, I was a founding member of the board of the Santa Rita pre-school program and the Association for Supportive Child Care, a non-profit agency dedicated to the support of quality care for children.

For three years I served as the director of the School Exchange Program between Phoenix and Hermosillo. This program is sponsored by the Sister Cities Commissions of the two cities. Students (both elementary and high school), parents and teachers in both communities share visits in one another's schools and homes. This has proved to be an outstanding experience for all. This book has been produced in response to the specific need generated by this program. It is my hope that through the book <u>all</u> students, both young and old, will learn more about our relative to the south.

My husband is the Reverend Eugene D. Lefebvre, pastor of Sunrise United Presbyterian Church in Phoenix. We have four children, three of them married, and one grandchild.